DOCUMENT RESUME

ED 192 979 RC 012 279

AUTHOR	Dailey, Carolyn J.
TITLE	Colorado Migrant Education Program. 1977-78 Evaluation Report. CDE Evaluation Series, No. 80-4.
INSTITUTION	Colorado State Dept. of Education, Denver. Planning and Evaluation Unit.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Oct 79
NOTE	79p.; Some pages may not reproduce because of small print size.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Ancillary School Services; Demonstration Programs; Elementary Secondary Education; Enrollment; Inservice Education; *Migrant Education; Migrant Health Services; *Program Administration; Program Evaluation; *State Programs; *Summer Programs; Supplementary Education
IDENTIFIERS	*Colorado; Elementary Secondary Education Act Title I

ABSTRACT

The evaluation report of the 1977-78 Colorado Migrant Education Program (federally funded through ESEA Title I) describes the supplementary programs, summer programs, and support services employed to provide educational services to migrant children throughout the state. It is reported that the program, operated by school districts and boards of cooperative services, emphasized basic skills in reading, language arts, and math, in addition to a full range of instruction. Fifteen regular year programs which were held in 40 school districts for 1,429 migrant students are identified, as well as the 16 summer programs in 36 districts for 2,336 students. The document describes the instructional, administrative and support staff of 122 full- or part-time persons for the regular year programs and 362 full- or part-time personnel for the summer programs. The evaluation reports significant gains in reading and math skills of students participating in the program, as judged by teachers, pre/post standardized tests, and pre/post objective referenced tests. It is recommended that the state staff review local operations and support services. The report covers: state program administration, local program description, program results, support services, program costs, conclusions, and recommendations. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ernest Maistas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED192979

Jacquie Houghton, Chairman . . . . . Lakewood
Second Congressional District

Allen S. Lamb, Vice-Chairman . . . . . Greeley
Fourth Congressional District

Betty Gilliam . . . . . Denver
Fifth Congressional District

Dorothy Scullah . . . . . Denver
First Congressional District

Frank Rizzuto . . . . . Pueblo
Third Congressional District

COLORADO MIGRANT EDUCATION PROGRAM

1977-78 Evaluation Report

prepared by

CAROLYN J. DAILEY
Planning and Evaluation

In cooperation with

ERNEST MAESTAS
Migrant Education Program

Betty Hinkle, Director
Special Projects Unit

William C. Dean, Assistant Commissioner
Office of Program Development

Calvin M. Frazier, Commissioner
Colorado Department of Education

October, 1979

PREFACE

This evaluation report was prepared by the Planning and Evaluation Unit of the Colorado Department of Education for the Colorado ESEA Title I: Migrant Education Program. The purpose of the report is to describe and evaluate major components of the 1977-78 Migrant Education program. The evaluation was conducted in a third party format according to specific evaluation objectives based on the 1977-78 state plan and coordinated with state program leadership. A contract agreement concerning the evaluation design, time-line, and cost of services was established. Data summarized in the report was collected from local migrant education programs through the revised 1977-78 Regular School Year and 1978 Summer Program Evaluation Reports submitted to CDE at the end of the programs. Information was also obtained through visits to five local programs during the regular school year. The audiences for which this report is intended include the Colorado State Board of Education, local migrant programs, other state educational agencies, and the U.S. Office of Education. The cooperation and assistance of state and local migrant program staff was greatly appreciated throughout the preparation of this report.

Carolyn Dailey, Consultant
Planning and Evaluation
Colorado Department of Education

ABSTRACT

The 1977-78 Colorado Migrant Education Program was federally funded through ESEA Title 1--migrant funds to provide educational services to migrant children across the state. Local migrant programs were operated by school districts and boards of cooperative services during the regular school year and summer. Regular year programs were supplementary in nature and emphasized basic skills in reading, language arts and math. Summer programs continued this emphasis, but also provided a full range of instruction. Support services were provided by the state to local programs in recruitment and identification of migrant children, instructional materials and staff training, and health care.

Local Programs

- 15 regular year and 16 summer migrant programs were operated by local school districts and boards of cooperative services.
- 40 school districts participated in regular year programs and 36 school districts participated in summer programs.

Program Staff

- 122 full- or part-time persons totaling 81.65 FTE were employed by regular year programs and 362 full- or part-time persons totaling 299.1 FTE were employed by summer programs.
- Approximately 60 percent of both regular year and summer personnel were instructional staff, 10 percent were administrative staff, and 30 percent were support staff, including family contacts and record clerks.
- Eighty-four percent of the regular year staff and 64 percent of the summer program staff were bilingual in Spanish or a Native American language.

Students Served

- 1,429 migrant students participated in regular year programs and 2,336 participated in summer migrant programs by unduplicated count.
- Approximately 50 percent of the migrant students were interstate, 13 percent were intrastate and 37 percent were five-year migrants.
- Approximately 15 percent of the migrant students were at kindergarten level, 58 percent were at elementary level and 27 percent were at secondary level, with more secondary level students in the regular year than summer programs.
- Approximately 46 percent of the regular year and summer migrant students were proficient only or mostly in Spanish. Less than one percent were proficient only or mostly in a Native American language.

Student Results

- Academic skills observation results showed that approximately 30 percent of the students evidenced high gain, 50 percent some gain, 15 percent low

gain, and 5 percent no gain in reading and math during the time they were in the migrant program as judged by their teachers.

- Pre/post standardized test results showed statistically significant gains in reading and math for those programs submitting statistically usable data.

- Pre/post objective referenced tests for reading and math showed very acceptable average gains of about 22 to 24 objectives during the regular year and 10 to 13 objectives during the summer.

Recommendations

Based upon results of this evaluation study, it is recommended that the state migrant program staff review local program operations and support services with regard to improving 1) Staff in-service training, 2) Dissemination of instructional materials, 3) Instructional programs for older migrant students, 4) Diagnostic testing, and 5) Academic testing programs.

TABLE OF CONTENTS

	Page
PREFACE	i
ABSTRACT	ii
STATE PROGRAM ADMINISTRATION	1
State Program	1
State Program Staff	1
State Plan	1
Local Program Supervision	2
Support Services	2
Directors' Survey	3
LOCAL PROGRAM ADMINISTRATION	5
Local Programs	5
Migrant Funded Staff	5
In-service Training	9
Volunteers	13
Coordination with Other Programs	13
Coordination with Other Agencies	15
Parent Involvement	16
Dissemination	16
STUDENTS SERVED	18
Student Enrollment	18
Attendance	23
Language Needs	23

TABLE OF CONTENTS (continued)

	Page
PROGRAM DESCRIPTION	25
Student Referral	25
Diagnostic Testing	25
Instructional Program	27
Academic Testing Programs	28
PROGRAM RESULTS	30
Evaluating Academic Progress	30
Growth in Reading and Math	31
Pre and Post Test Results	33
PIRAMID	37
Major Strengths and Weaknesses of Programs	38
SUPPORT SERVICES	41
Summer Health Program	41
Colorado Migrant Child Identification and Recruitment Project	44
Migrant Mobile Units	46
Local Program Evaluation of Support Services	52
PROGRAM COSTS	53
CONCLUSIONS AND RECOMMENDATIONS	55
APPENDIX	
I: 1977-78 State Program Objectives	A-1

LIST OF TABLES AND FIGURES

Page

LOCAL PROGRAM ADMINISTRATION

Table 1: 1977-78 Regular Year Program 6

Table 2: Summer Program 7

Table 3: 1977-78 Migrant Funded Staff by Position 8

Table 4: In-service Training Sponsors and Staff Participants 10

Table 5: In-service Topic Areas 11

Figure 1: In-service Sessions 12

Table 6: Coordination with Other Educational Programs 1977-78 Regular School Year Programs 14

Table 7: Coordination with Other Agencies and Organizations 15

Table 8: Dissemination Techniques 17

STUDENTS SERVED

Table 9: Migrant Student Enrollment by Grade Level and Migrant Status 19

Figure 2: Percent of Students by Grade Level 20

Figure 3: Percent of Students by Migrant Status 21

Figure 4: Number of Enrollments by Month 22

Table 10: Language Proficiency 24

PROGRAM DESCRIPTION

Table 11: Most Commonly Used Diagnostic Tests 26

Table 12: Student Instruction in the 1978 Summer Program 28

LIST OF TABLES AND FIGURES (continued)

Page

PROGRAM RESULTS

Table 13: Growth in Reading and Math 32

Table 14: Reading and Math Grade Level Performance 32

Table 15: Pre/Post Test Results Submitted by 1977-78 Regular Year Programs 34

Table 16: Pre/Post Test Results Submitted by 1978 Summer Programs 35

Table 17: Pre/Post Test Results for Reading and Math . . . 36

Table 18: PIRAMID Results for Reading and Math 37

Table 19: Major Program Strengths Observed by Directors . 39

Table 20: Major Program Weaknesses Observed by Directors . 40

SUPPORT SERVICES

Table 21: Results of Health Screening 43

Table 22: CMCIRP Results for 1978-79 45

Table 23: Programs, Staff, and Students Served by the Migrant Mobile Units - Regular Year Program . 48

Table 24: Programs, Staff, and Students Served by the Migrant Mobile Units - Summer Program 49

Table 25: Daily Activities of the Mobile Unit Instructors and Assistants - Regular Year Program 50

Table 26: Daily Activities of the Mobile Unit Instructors and Assistants - Summer Program 51

Table 27: Local Program Evaluation of Support Services . . 52

PROGRAM COSTS

Table 28: Total Program Costs for FY 1977-78 53

Table 29: Costs by Local Program for FY 1977-78 54

STATE PROGRAM ADMINISTRATION

State Program

State Program Staff

State Plan

Local Program Supervision

Support Services

Directors' Survey

STATE PROGRAM ADMINISTRATION

State Program

The 1977-78 Colorado Migrant Education program was federally funded through Title I Migrant funds allocated by the Elementary and Secondary Education Act of 1965 and its ammendments. According to this law, all school age children of migratory agricultural workers are eligible to receive compensatory educational services. The law distinguished three types of eligible migrant students:

Interstate - migrants who move between states,
Intrastate - migrants who move within a state, and
Five year - migrants who are eligible for services for up to five years after their parents have left the migrant stream.

Title I Migrant funds were allocated to the state based on the number of migrant children enrolled from Colorado on the Migrant Student Record Transfer System (or MSRTS), a national network maintaining records on migrant students. The state allocation was calculated using a student full-time equivalency based on 365 days of enrollment, irrespective of the number of individual students required for accumulating one full-time equivalent. The state was obligated by law to assure that all eligible migrant students in the state received compensatory services as needed. To do this, the state operated a migrant student identification and recruitment program using regional field coordinators. Areas with sufficient numbers of identified migrant students were provided funds to operate local migrant programs either through the school district or local board of cooperative services. Migrant students in areas without sufficient students for a program were served through tutorial programs. Local migrant programs were typically operated on a year-round basis. During the regular school year, programs were supplementary to the ongoing educational programs of the school districts. During the summer, special migrant summer school programs were operated as offering a full range of instruction geared to the needs of migrant students.

State Program Staff

The state staff for the 1977-78 Colorado Migrant Education Program consisted of one program supervisor, two consultants, and one secretary with another part-time secretary also providing assistance. The state staff was responsible for administering Title I migrant funds to assure that all eligible migrant students were served. These responsibilities include development of a State Plan, approval of local program funding in accordance with that plan, monitoring local programs to assure proper program implementation and providing technical assistance and support services to local programs.

State Plan

The State Plan was developed by the state staff through input obtained from local program directors, migrant teaching staff, and migrant parents regarding program directions and priorities in relation to national program goals and objectives.

The goals and objectives for the 1977-78 Migrant Education Program addressed the following areas:

(See Appendix I for a complete listing of program goals and objectives.)

1. Language arts
2. Mathematics
3. Career education
4. Instruction in dominant language
5. Cultural awareness
6. Music and art
7. Physical education
8. Other academic areas
9. Identification and enrollment
10. Health
11. Other support services
12. Parent involvement

Local Program Supervision

School districts and local boards of cooperative services with sufficient number of identified migrant students submitted applications to the state to obtain federal funds for operating local migrant education programs. Local applications were developed based on objectives of the State Plan showing the number of participating students and services to be provided. Applications for regular year and summer programs were made in the same application and local program contracts were approved by the state.

The state staff monitored each local regular year migrant program once during the early fall and once in the early spring as follow-up visits. Monitoring of the summer programs included one visit at the beginning of the summer and a follow-up visit if possible. Monitoring visits were scheduled in advance with the program director and an agenda for the visit was developed. The monitoring process included interviews with migrant funded staff, visits to schools, verification of financial records, formal collection of program implementation information using a checklist monitoring instrument and an exit interview. Following the monitoring visit, a written report was prepared and submitted to the director who responded in writing regarding the actions planned to be taken upon the recommendations.

Technical assistance was provided by the state staff to local programs in general areas of program management during the monitoring visits, and through in-services on the migrant student record transfer system and child nutrition. In addition, the state staff also held quarterly directors' meetings for local program directors and staff. The major purpose of these directors' meetings were to provide information on recent happenings at the federal level, state level coordination with other programs and agencies, new curriculum developments and teaching methods for migrant students, and exemplary features of local programs.

Support Services

Other assistance was provided by the state to local migrant programs through

support services contracted from other agencies and organizations. The support services were as follows:

1. Health Program - The Colorado Department of Health was contracted to provide comprehensive medical and dental health services to migrant children. The Colorado Department of Health has been providing these services since 1972.

2. Migrant Mobile Units - Three Migrant Mobile Units operated by local universities were contracted to provide instructional materials, in-service training and other educational services to program and non-program schools needing assistance. These Migrant Mobile Units have been funded since 1968.

3. CMCIRP Recruitment Project - The Colorado Migrant Child Identification and Recruitment Project (CMCIRP) was funded to identify and enroll migrant children in the state using five regional area coordinators and local recruiters. The CMCIRP Project has been funded since 1973.

4. MSRTS Record System - The Migrant Student Record Transfer System (MSRTS) is a national computerized network headquartered in Little Rock, Arkansas, supported by a percentage of each state's allocation. Academic and health records are maintained for individual migrant students and provided to the schools when they enroll. This system has been operating since 1970.

5. Preschool Program - The Preschool Program was contracted through the Colorado Migrant Council to provide programs during the summer.

Directors' Survey

Local program directors were asked to evaluate the state administration of the migrant program in a survey conducted in the fall of 1978. A total of 17 directors of 1978-79 local programs responded. In general, the results were very positive showing a high degree of satisfaction with the state administration of the program.

Most directors were very satisfied with the monitoring process, although two directors commented that the monitoring instrument was too lengthy. Local directors were also very positive about the technical assistance provided to them by state staff and support services, more specifically. From 90 to 100 percent of the directors were satisfied with technical assistance in rules and regulations, identification and recruitment, recordkeeping, and program evaluation. From 75 to 85 percent of the directors were satisfied with assistance in staff training, financial management, obtaining local support, and health services. Only 50 to 65 percent of the directors were satisfied with technical assistance in dissemination and instructional materials showing the least satisfaction in these areas.

Most local directors also felt the quarterly directors' meetings were useful for learning about federal developments. However, almost one third did not feel they were useful for learning about other local programs and new practices in migrant education. The helpfulness, friendliness, and flexibility of the state staff was noted as a major program strength by many directors.

Suggestions made by individual directors included revising the application form, simplifying recordkeeping, providing clearer information regarding policies and management, and providing more quality technical assistance in curriculum and instruction.

In conclusion, most local program directors showed satisfaction with the state administration of the migrant program.

LOCAL PROGRAM ADMINISTRATION

Local Programs

Migrant Funded Staff

In-service Training

Volunteers

Coordination with Other Programs

Coordination with Other Agencies

Parent Involvement

Dissemination

LOCAL PROGRAM ADMINISTRATION

Local Programs

During 1977-78, a total of 15 regular year and 16 summer programs were funded in local school districts and BOCES. A total of 14 school districts and BOCES operated both regular year and summer programs, one district operated only a regular year program, and two districts operated only summer programs. The number of districts, number of schools, total migrant enrollment and length of program for each of the local regular year and summer programs are presented in Tables 1 and 2 respectively.

Results showed that the 15 regular year programs directly served 40 school districts including 122 elementary schools, 48 junior high schools and 39 high schools. By an unduplicated count, a total of 1,906 migrant students were enrolled in these school districts with 1,429 or approximately 75 percent receiving supplementary assistance through the migrant program. Regular year programs typically lasted 180 days or the full regular school year.

The 16 summer migrant programs directly served migrant students in 46 school districts through the operation of 22 local summer school centers. By unduplicated count, a total of 2,336 migrant students participated in the summer program. Summer programs averaged 37 days, depending on the region.

Migrant Funded Staff

Local programs employed administrative, instructional and support staff according to the size of their program.

Table 3 presents a summary of the number of staff by position types, and the percent that were Spanish speaking. For the purposes of this report, Spanish speaking has been defined as the ability to communicate effectively with Spanish speaking children.

Results for the regular year programs showed a total of 122 persons or the equivalent of 81.6 FTE were employed by the local programs. Of these, 11 percent were administrators, 53 percent were instructional staff, and 36 percent were support staff including family contacts, record clerks, and clerical support. Approximately 84 percent of the regular year staff were bilingual. Approximately 32 percent of the staff were new to the program at the beginning of the fall or during the school year, 34 percent had been with the program two to three years, and 34 percent had been there four or more years. Approximately 16 percent of the staff changed during the regular year program period.

Results for the summer programs showed that a total of 362 persons or the equivalent of 299.1 FTE were employed to staff the summer centers. Of these, 10 percent were administrators, 64 percent were instructional staff and 26 percent were support staff. Approximately 64 percent of the summer staff were bilingual in Spanish. Approximately 43 percent of the staff were new to the program at the beginning of or during the summer, 32 percent had been with the summer program for two to three years, and 24 percent had been there four or more years. Approximately 20 percent of the staff changed during the summer program period.

TABLE 1: 1977-78 REGULAR YEAR PROGRAM

Local Program	Number of Districts	# of Schools			Migrant Enrollment		Length of Program (days)
		Elem	Jr.H.	Sr.H.	Districts	Migrant Program	
Adams 27J (Brighton)	1	5	2	1	107	107	184
Arkansas Valley BOCES (La Junta)	7	14	7	7	333	333	180
Boulder Re-1J (Longmont)	1	8	2	0	136	14	186.5
East Central BOCES (Limon)	3	3	1	0	64	64	180
Gunnison Valley BOCES (Olathe)	2	16	4	6	55	48	180
Larimer R-1 (Ft. Collins)	1	10	4	2	60	60	180
Logan Re-1J (Sterling)	1	1	0	0	2	2	90
Mesa Co 51 (Grand Junction)	1	19	6	5	59	59	180
Prowers Re-1 (Granada)	1	1	1	1	125	115	174
Prowers Re-3 (Holly)	1	1	0	1	39	29	180
South Central BOCES (Pueblo)	2	10	5	0	131	54	180
South Platte Valley BOCES (Ft. Morgan)	4	7	5	4	53	17	180
Southeastern BOCES (Lamar)	7	10*	3	3	192	67	180
Weld BOCES (LaSalle)	7	14	6	7	416	416	185
Weld Co 6 (Greeley)	1	11	4	2	134	44	184
TOTALS 15	40	130	50	39	1,906	1,429	Avg. 180 days

*includes 4 K-12

TABLE 2: SUMMER PROGRAM

	Number of Districts	Number of Summer School Centers	Migrant Enrollment MSRTS	Migrant Enrollment Migrant Program	Length of Program (days)
Adams 27J (Brighton)	1	1	140	140	40
Alamosa Re-11J (Alamosa)	5	1	253	253	40
Arkansas Valley BOCES (La Junta)	8	3	407	218	39
Boulder Re-1J (Longmont)	1	1	202	200	36
East Central BOCES (Limon)	1	1	101	101	38
Gunnison Valley BOCES (Olathe)	2	1	101	96	40
Larimer R-1 (Ft. Collins)	1	2	253	253	38
Logan Re-1J (Sterling)	2	1	63	63	22
Mesa Co 51 (Grand Junction)	1	1	103	84	37
Northeast BOCES (Haxtun)	4	2	95	95	32
Prowers Re-1 (Granada)	1	1	66	66	
South Central BOCES (Pueblo)	2	1	98	87	38
South Platte Valley BOCES (Ft. Morgan)	1	1	100	100	42
Southeastern BOCES (Lamar)	3	2	63	63	38
Weld BOCES (LaSalle)	2	2	406	406	41
Weld Co 6	1	1	121	111	30
TOTALS 16	36	22	2,572	2,336	37

TABLE 3:
1977-78 MIGRANT FUNDED STAFF BY POSITION

1977-78 Regular Year	Staff Members Number	(%)	Full-Time Equivalent (FTE)	% Spanish Speaking
Administrators	10	(8)	6.2	60
Program Coordinators	4	(3)	4.0	100
Classroom Teachers	8	(6)	7.2	75
Certified Tutors	14	(12)	10.2	93
Non-Certified Tutors	4	(3)	3.5	100
Teacher Aides	39	(32)	27.3	97
Family Contact	19	(16)	13.4	79
Record Clerk	18	(15)	6.0+	55
Secretary	6	(5)	3.85	100
TOTAL:	122		81.65	84% (Avg.)

1978 Summer				
Project Director	15	(4)	11.6	47
Coordinator/Principal	20	(6)	18.0	65
Classroom Teachers	90	(25)	81.8	74
Special Teachers	41	(11)	24.4	44
Teacher Aides	101	(28)	86.1	90
Family Contact	24	(7)	21.5	92
Record Clerk	15	(4)	10.5	60
Secretary	15	(4)	11.3	73
Other Support Staff	41	(11)	33.9+	27
TOTAL:	362		299.1	64% (Avg.)

In-service Training

Each local program provided some type of in-service training to their program staff. In-service arranged by the local program director according to local staff needs and training was provided either by the school district or BOCES staff, the migrant mobile units, or other outside consultants. In-service for regular year program staff was heaviest during the fall, while in-service for summer program staff usually occurred prior to the beginning of the summer program in the late spring. Table 4 presents information on inservice provided by local programs according to the group providing the training and the types of staff participating. Table 5 presents a summary of the in-service topic areas reported by local programs. In general, results in these tables show that in-service training was provided by a variety of sources, was attended primarily by teaching staff, and included a wide range of topic areas across the local programs.

In addition to the above information, local programs also reported the number and length of their in-service sessions. The results showed a high degree of variation between local programs in terms of the total amount of in-service training provided to their staffs. More specifically, regular year programs held an average of six in-service sessions lasting an average of 4.2 hours and summer programs held an average of four in-service sessions lasting an average of 4.7 hours. However, the total amount of in-service provided by local programs ranged from 4 to 94 hours for regular year programs and 6 to 104 hours for summer programs. (The total amount of in-service sessions by their average length for each program.) Results for the number and length of in-service sessions are shown in a scatter plot graph in Figure 1. In this figure, regular year and summer programs are plotted according to the total number of in-service sessions and the average length of their sessions. Using a graphing method, if local programs had provided equivalent total amounts of in-service sessions, one would expect the graph to show the length of in-service sessions decreasing as the number of sessions increased (see dashed line in Figure 1). However, Figure 1 very clearly demonstrates that there was no relationship between the number and length of in-service sessions and indicates that the total amount of in-service was highly variable across local programs.

In conclusion, results showed that local migrant programs varied considerably in the in-service training provided to their staffs both in terms of the total amount of training and the topic areas in which training was provided. This is an area where the state program staff should consider review of local program operations to assure that quality in-service to meet local staff needs is being provided.

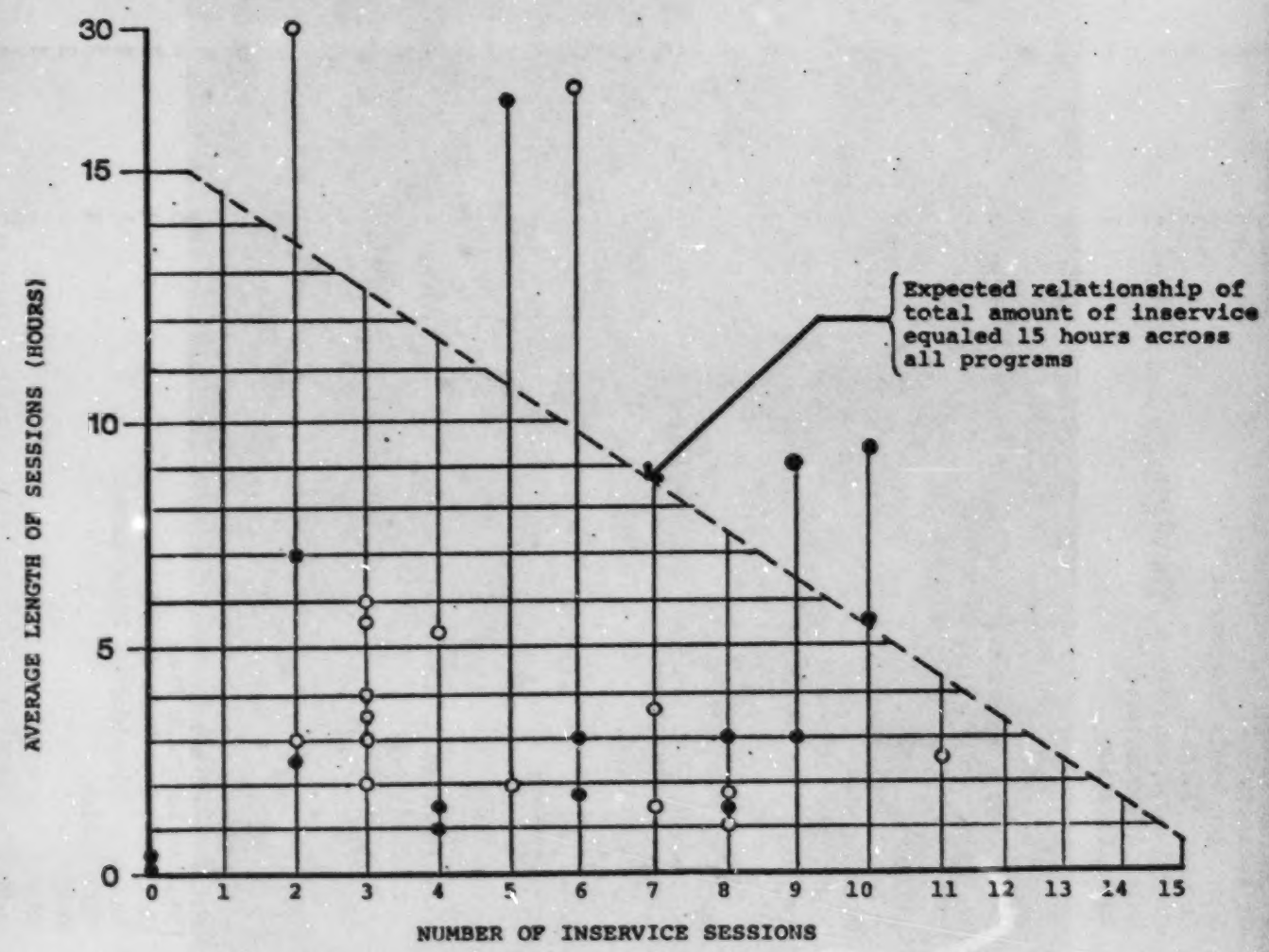
TABLE 4: IN-SERVICE TRAINING SPONSORS AND STAFF PARTICIPANTS

	NUMBER OF PROGRAMS			
	Regular Year		Summer	
Training Provided by:	Number	%	Number	%
District/BOCES	11	(73)	6	(38)
Mobile Unit	11	(73)	10	(62)
Other Consultants	9	(60)	9	(56)
Staff Participants				
Administrators	8	(53)	15	(94)
Teaching Staff	12	(80)	14	(88)
Support Staff	9	(60)	9	(56)
Volunteers	4	(27)	5	(33)
Others	8	(53)	12	(75)
	(15 total)		(16 total)	

TABLE 5: INSERVICE TOPIC AREAS

	NUMBER OF PROGRAMS 1977-78 Regular Year	1978 Summer
Program Management		
Orientation	3	2
Inservice Needs Assessment	1	1
Program Planning	4	2
Program Coordination & Scheduling	2	3
Rules & Regulations	1	-
Identification	1	-
Evaluation/Reporting		
MSRTS & Recordkeeping	7	5
Evaluation & Measurement	5	5
Reporting Form & Procedures	2	-
Program Components		
Nursing/Health	1	4
Food Services	-	2
Night Program Activities	1	-
Parent Involvement	2	1
RIF	2	3
Classroom Organization		
Curriculum Development	-	3
Classroom Management	-	2
Learning Centers	1	4
Materials	2	2
Tutoring	1	-
Use of Aides	-	2
Methods/Techniques		
Diagnosis	3	-
Individual instruction	2	2
Bilingual Instruction in the Regular Classroom	1	2
Teaching Techniques for Migrant Children	2	-
Content		
Reading	6	3
English as a Second Language	7	4
English Language Arts	5	-
Oral Language Development	4	2
Language Experience & Development	1	4
Mathematics	4	2
Music/Arts	-	3
Career Education	-	4
Gifted & Talented	-	1
General		
Cultural Awareness	3	1
Migrant Education	2	4
Understanding the Migrant Child	2	-

FIGURE 1: INSERVICE SESSIONS


30
15
10
5
0
AVERAGE LENGTH OF SESSIONS (HOURS)
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
NUMBER OF INSERVICE SESSIONS
Expected relationship of total amount of inservice equaled 15 hours across all programs
● Regular Year Programs
○ Summer Programs

Volunteers

Local programs used volunteers to assist in the classroom, to help plan and conduct special activities, and as guest speakers. Volunteers consisted of migrants or former migrant and other Spanish speaking persons as well as non-Spanish speaking persons willing to volunteer their services. A total of 136 volunteers served in regular year programs and 103 volunteers served in summer programs. However, eight or 53 percent of the regular year and four or 25 percent of the summer programs reported they did not use any volunteers in their programs.

Coordination with Other Programs

Local migrant programs were extensively coordinated with other educational programs particularly during the regular school year when they were operated as a supplement to the ongoing instructional program of the school district. During the regular school year, enrolled migrant students were assessed by their classroom teacher or other district personnel to determine if they had needs that could not be met through the regular classroom instruction or other special programs already operated by the district. Students having needs beyond what the district normally could provide were referred to the migrant program for supplementary assistance.

Results for the 1977-78 school year showed that approximately 25 percent of the migrant students were served by the regular classroom only, 25 percent were served by other special programs, 30 percent were served by the migrant program in conjunction with other special programs, and 20 percent were served by the migrant program only. Local migrant programs during the regular school year were extensively coordinated with other programs both in terms of providing instruction to students as well as in diagnostic testing, instructional materials and staff in-service. During the summer, this coordination was limited to sharing materials and equipment. Table 6 shows the coordination of local migrant programs with other programs for the regular year and summer.

TABLE 6: COORDINATION WITH OTHER EDUCATIONAL PROGRAMS
1977-78 REGULAR SCHOOL YEAR PROGRAMS

Program	Number with Program	TYPES OF COORDINATION Testing	Instruction	Materials	Inservice	No Coord.
Title I (Regular)	15	9 (60%)	11 (73%)	12 (80%)	5 (33%)	-
Title VII (Bilingual)	6	3 (50%)	4 (66%)	4 (66%)	2 (33%)	-
State Bilingual	10	6 (60%)	4 (40%)	8 (80%)	4 (40%)	-
State Tutorial	5	3 (60%)	3 (60%)	3 (60%)	1 (20%)	1 (20%)
LAU Tutorial	3	1 (33%)	2 (66%)	2 (66%)	0	1 (33%)
Special Education	12	11 (91%)	5 (42%)	8 (66%)	3 (25%)	-
Adult Education	5	0	1 (20%)	5 (100%)	1 (20%)	-
AVERAGE	8.0	4.7 (51%)	4.3 (52%)	6.0 (74%)	2.3 (24%)	13 (7%)

1978 SUMMER PROGRAMS

Program	Number with Program	Instructional Materials	Equipment	Not Made Available
Title I (Regular)	15	13 (18%)	14 (93%)	1
Title VII (Bilingual)	5	3 (60%)	1 (20%)	0
State Bilingual	8	7 (87%)	4 (50%)	1 (12%)
School Library	11	9 (56%)	11 (69%)	0
Other Dist./BOCES Programs	8	8 (100%)	7 (88%)	1 (12%)
	9.4	8.0 (78%)	7.4 (64%)	.6 (6%)

Coordination with Other Agencies

Local migrant programs coordinated with a variety of state and local agencies throughout the year to assure that a broad range of social services were available to migrant families. Local migrant staffs worked directly with other agencies in referring migrant families for assistance, and these agencies in turn often referred new families in the area to the migrant education program. Table 7 presents the number and percent of local migrant programs that coordinated with various state and local agencies and organizations.

TABLE 7: COORDINATION WITH OTHER AGENCIES AND ORGANIZATIONS

	1977-78 Regular Year Programs	1977-78 Summer Programs
State Agencies		
Department of Health	11 (73%)	16 (100%)
Department of Social Services	14 (93%)	14 (88%)
Employment Service	12 (80%)	13 (81%)
Local Organizations		
Churches	12 (80%)	9 (56%)
Hospitals & Clinics	12 (80%)	14 (88%)
Fraternal Organizations & Clinics	8 (53%)	2 (12%)
Day Care Centers	6 (40%)	7 (44%)
Other		
Colorado Migrant Council	10 (66%)	15 (94%)
Legal Aid	8 (53%)	5 (31%)
Salvation Army	3 (20%)	2 (12%)
Headstart	7 (47%)	7 (44%)
Migrant Coalition	- --	1 (6%)
Girl Scouts	- --	1 (16%)
Council of Governments	1 (7%)	- --

Parent Involvement

Local programs were required as part of their application forms to establish local Parent Advisory Councils so that migrant parents would be involved in the operation of the local migrant program. Local programs were also asked to encourage parents to assist in program planning and activities as well as to participate in special activities held especially for parents.

Results from regular year programs showed that local parent advisory councils met an average of six times during the regular school year. However, two regular year programs reported their parent advisory councils never met. In terms of types of parent involvement, 33 percent of the regular year programs involved parents in program planning, 27 percent involved parents in aspects of program operations, and 53 percent held special activities for migrant parents. Of particular note, one program reported providing special training for migrant parents in how to use some of the instructional materials used in the classroom. Regular year program directors were also asked to rate the extent to which parent involvement was a priority for their program and the extent to which home visitations were made by program staff other than the family contact worker. Results for priority of parent involvement showed 48 percent of the programs rated parent involvement as a high priority, 26 percent rated it as some priority, and 26 percent rated it as a low priority. Results for home visitations by other staff members showed that 40 percent of the programs reported high levels of home visitations, 40 percent reported some home visitations, and 20 percent reported low levels of home visitations. These results show that parent involvement was not felt to be a high priority in some of the regular year programs.

Parent involvement during the summer appeared to be high, particularly in terms of special program activities for parents. All of the 16 summer programs held special parent/family nights and 75 percent held student performances, Reading is Fundamental (RIF) Programs, and/or dinners and picnics. In addition, approximately 44 percent of the summer programs used a parent questionnaire to survey parent opinions, 88 percent sent notices and newsletters to parents, and 75 percent informed their Parent Advisory Councils of summer program plans and evaluation methods.

Dissemination

Local programs were encouraged to disseminate information about their program activities to people in their local area including school district staff, migrant parents, and other members of the community.

Table 8 presents the number and percent of local migrant programs using various dissemination techniques. One regular year program reported no dissemination techniques were used. One summer program did not report any data.

Results showed that an average of three dissemination techniques were used by regular year and summer programs.

TABLE 8: DISSEMINATION TECHNIQUES

	1977-78 Regular Year Program	1978 Summer Program
Newsletter	10 (67%)	9 (56%)
Local Newspaper	13 (87%)	16 (100%)
School Newspaper	3 (20%)	1 (6%)
Brochure/Leaflets/Posters	10 (67%)	10 (62%)
Radio	7 (47%)	8 (50%)
Local TV	1 (7%)	2 (12%)
Public Presentations	2 (13%)	-
Book Published by Students	-	1 (6%)

STUDENTS SERVED

Student Enrollment

Attendance

Language Needs

STUDENTS SERVED

Student Enrollment

For the purposes of this report, enrollment figures were reported as unduplicated counts to give an accurate assessment of the number of individual migrant students served. These figures will differ, however, from data reported elsewhere from the Migrant Student Record Transfer System since a duplicated count is used for the regular school year and summer in their reports. Migrant student enrollment results can be found in Table 9 and Figures 2, 3, and 4. Table 9 presents enrollment by grade level and migrant status for regular year and summer programs and Figures 2 and 3 show graphic representations of this data according to the percent of students in each grade level and migrant status category, respectively. Figure 2 also presents, for comparison, the total state figures by grade level based on Colorado's 1977-78 total pupil membership. Monthly enrollment figures are presented in Figure 4 for regular year and summer programs.

Results showed that 1,906 migrant students were enrolled during the regular school year and 2,336 students were enrolled in the summer migrant program. (See footnotes in Table 9.) In general, approximately 15 percent of the migrant students were at kindergarten level, 58 percent were at elementary level, and 27 percent were at secondary level when averaged across regular year and summer programs. Comparisons of the migrant student population to the total state student population showed a higher percentage of migrants in grades K-6 and a lower percentage of migrants in grades 9-12 than was found in the regular student population.

Results also showed that approximately 50 percent of the students were interstate migrants, 37 percent were former migrants still eligible to receive supplementary assistance, and 13 percent were intrastate migrants.

Migrant impaction was highest in the summer months with nearly 2,300 students enrolled in July. Enrollment dropped to about 1,500 students in the early fall and then leveled out to about 1,000 to 1,100 students during the remainder of the school year.

Local programs estimated that approximately 103 school age migrant children were not enrolled in school during the regular year and approximately 131 migrant children were not enrolled in the summer program. This was approximately 5 percent of the migrant children in their area from the ages of 4 to 21 years old. During the regular school year, approximately 35 percent of the nonenrolled children were of ages 4 to 5 years, 9 percent were 6 to 14 years, and 56 percent were 15 to 21 years. During the summer, approximately 9 percent of the nonenrolled children were ages 4 to 5 years, 20 percent were 6 to 11 years, 30 percent were 12 to 14 years, and 37 percent were 15 to 21 years.

TABLE 9: MIGRANT STUDENT ENROLLMENT
BY GRADE LEVEL AND MIGRANT STATUS

1977-78 Regular Year--Total District Enrollment
Migrant Status

Grade Level	Interstate	Intrastate	Five-Year	Grade Level Totals	/Percent
K	110	42	77	229	12%
1-3	252	105	219	576	32%
4-6	202	89	241	512	28%
7-8	111	39	144	294	16%
9-12	80	25	93	198	11%
Status Totals	755	280	774	1,809*	
Percent	42%	15%	43%		

1978 Summer Program--Migrant Program Enrollment
Migrant Status

Grade Level	Interstate	Intrastate	Five-Year	Grade Level Totals	/Percent
K	275	33	144	452	19%
1-3	459	73	301	833	36%
4-6	343	64	189	596	20%
7-8	188	35	110	333	14%
9-12	77	3	47	127	5%
Status Totals	1,342	208	791	2,341**	
Percent	57%	12%	38%		

* 97 students not accounted for in total district enrollment because 1 local program reports data for only those participating in the migrant program.

** Five students included beyond the enrollment in the summer program because 1 local program reported those enrolled in MSRTS but not participating in the program.

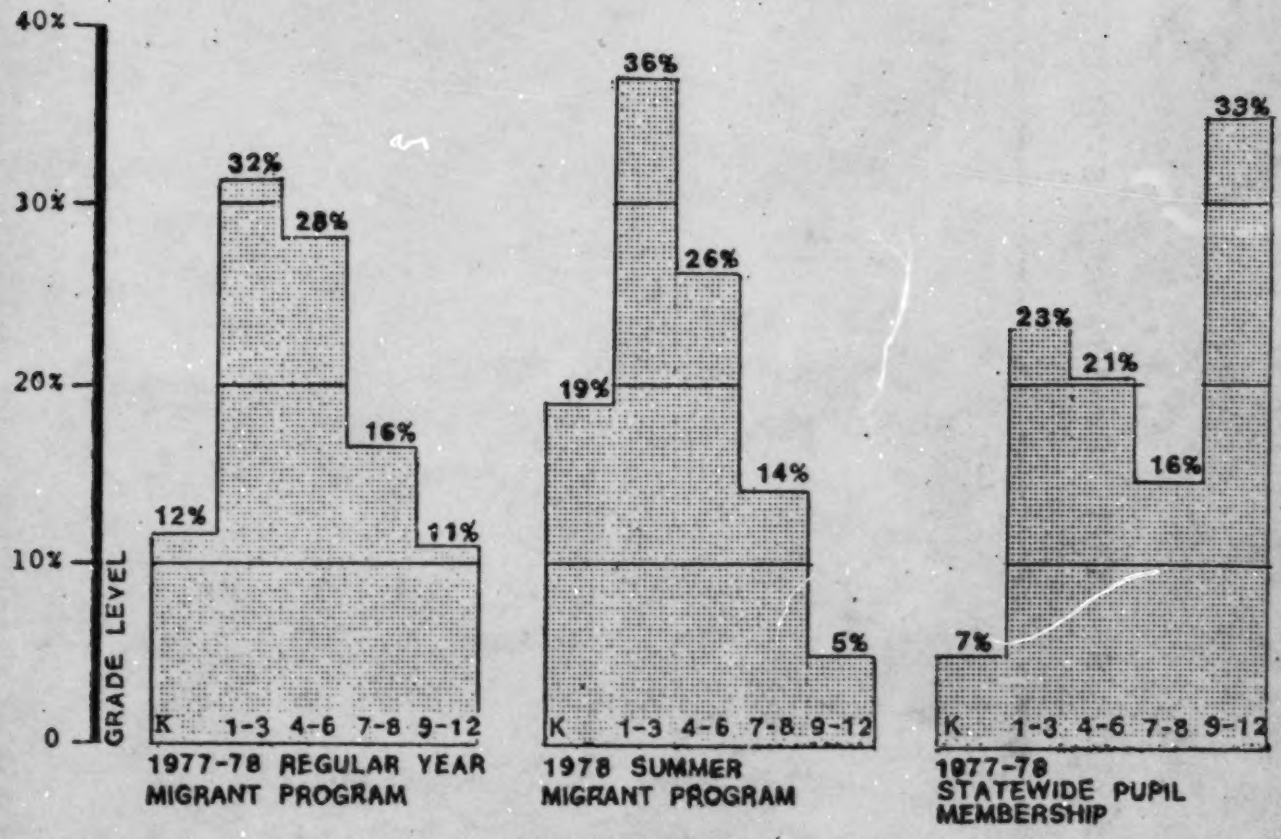
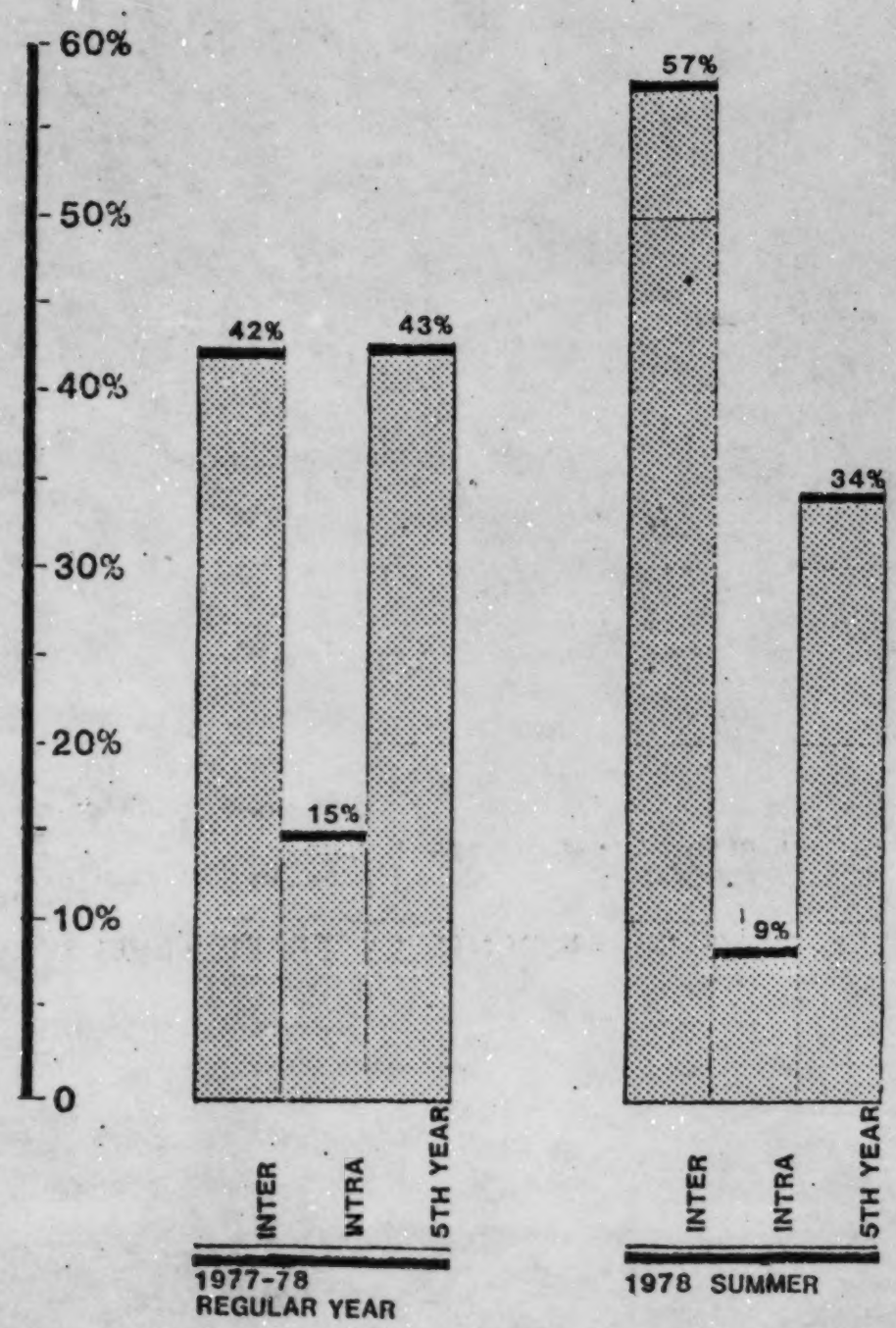


FIGURE 2: % OF STUDENTS BY GRADE LEVEL

FIGURE 3: % OF STUDENTS BY MIGRANT STATUS



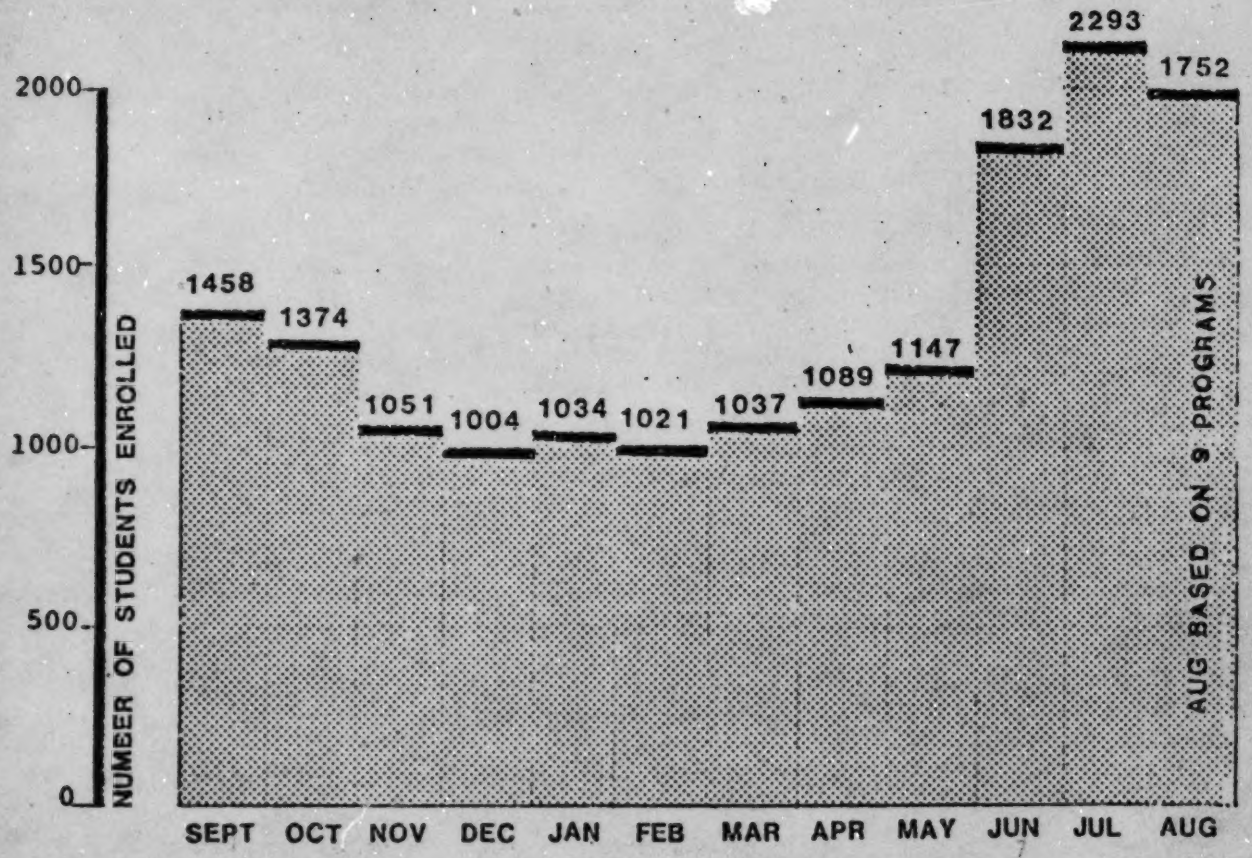


FIGURE 4: NUMBER OF ENROLLMENTS BY MONTH

Attendance

Regular year programs reported an average length of attendance of 105.5 days during the 180-day school year. Average attendance for individual programs ranged from 51.41 days to 172.0 days average attendance. Summer programs reported an average length of attendance of 23.1 days during the typical 40-day summer program and ranged from 15.5 days to 30.2 days in average attendance. Thus, on the average, migrant students attended approximately three to four months of the nine-month regular school year program and approximately one month of the two to three-month summer programs.

Regular year programs estimated that 155 migrant students were enrolled in school but not attending, or approximately 8 percent of the total students enrolled. Approximately 46 percent of these students were of ages 4 to 5 years, 15 percent were ages 6 to 14 years, and 39 percent were ages 15 to 21 years.

Summer program directors were asked to indicate the reasons why they felt students would enroll in the programs but then not attended. Results showed that 88 percent of the directors felt students did not attend because they worked in the fields instead, 62 percent felt the parents were unwilling to send them to school, and 50 percent felt they stayed home to babysit younger children. Other reasons noted were illnesses and that the child did not wish to attend school.

Language Needs

The migrant student population in Colorado has been characteristically, culturally and linguistically different from regular school population. Nearly every migrant student comes from a Spanish speaking family, although a few migrant students have been Native American. These differences in language have made it difficult for the migrant student to function in the regular classroom until the English language has been mastered.

Therefore, local programs assess the language proficiency of students upon entry into the migrant program.

This year, language proficiency data was reported for 1,276 of the 1,906 regular year students and for 2,085 of the 2,336 summer students. Most local programs reported they used informal testing by migrant staff or observation by the regular classroom teacher to assess language proficiency. Only 20 percent of the regular year and 25 percent of the summer programs reported they used formal testing procedures. Table 10 shows the language proficiency of migrant students based upon the percent of students enrolled. In general, results showed that approximately 46 percent of the students were proficient only or mostly in Spanish, 30 percent were equally proficient in Spanish and English, and 24 percent were proficient mostly or only in English during both the regular year and summer programs.

In addition to the figures reported in Table 10, results also showed that 11 regular year and five summer students were Native Americans. The Native American regular year students were mostly proficient in English, while the summer Native American students were proficient only in their native language.

TABLE 10: LANGUAGE PROFICIENCY

Language Proficiency	Percent of Students Enrolled Regular Year	Summer
Spanish only	22%	16%
Mostly Spanish, some English	24%	30%
Spanish and English equally	28%	33%
Mostly English, some Spanish	23%	16%
English only	3%	5%

PROGRAM DESCRIPTION

Student Referral

Diagnostic Testing

Instructional Program

Academic Testing Programs

Student Referral

Local programs were found to use a variety of procedures to refer migrant students from the regular classroom during the regular school year. These referral systems varied in terms of who initiated the referral, who received the referral, whether or not referral forms were used, and whether or not diagnostic testing was included in the referral process. Results from descriptions of local referral systems showed that migrant students were referred by the regular classroom teacher in 46 percent of the programs, by building principals in 31 percent of the programs and by use of a student list from the migrant student record transfer system in 23 percent of the programs. Referrals were received by school district staff in 31 percent of the programs, by the migrant director in 31 percent of the programs, by migrant teaching staff in 23 percent of the programs, and by a migrant aide in 15 percent of the programs. Approximately 62 percent of the programs reported using a referral form in their referral process and approximately 31 percent used diagnostic and achievement testing as part of the referral process.

Referral occurs in the summer programs to the extent that student records from the regular school year can be transferred for use by summer program staff. While most local programs reported some form of transfer of records to the summer programs, this was also an aspect of local program operation that was highly variable. Approximately 44 percent of the programs forwarded student folders to their summer teaching staff and another 25 percent made student records available upon request. Approximately 18 percent transferred records via the record clerk or migrant record transfer system and 6 percent or one program actually had regular year staff complete a referral form for the summer program.

These results indicate that there was a high degree of variability in local referral systems and indicates a need for the state staff to further examine the quality of local referral systems and identify or develop recommended practices.

Diagnostic Testing

Local programs were encouraged to use either standardized or other locally developed tests in their student diagnostic process to assess language proficiency and basic skills levels. While most local programs used formal testing procedures, the extent of such testing was limited by the fact that many migrant students were only in the program for a short time, particularly during the summer.

Results showed that 85 percent of the regular year programs used standardized tests in their diagnostic process and 15 percent used both standardized and locally developed tests. By contrast, 44 percent of the summer programs used standardized tests in their diagnostic process, 50 percent used both standardized tests and 12 percent used locally developed tests only.

Local programs were found to use a variety of tests in their diagnostic testing programs. Table 11 presents a tabulation of standardized testing used by

regular year and summer programs for diagnostic testing. On the average, local programs used four to five different tests during the regular year and three to four different tests during the summer. For the regular year, approximately 84 percent of the programs tested basic skills, 77 percent tested language proficiency, and 77 percent tested academic achievement. During the summer, 94 percent of the programs tested basic skills, 63 percent tested language proficiency, and 19 percent tested academic achievement. Only 54 percent of the regular year and 19 percent of the summer programs tested in all three areas of basic skills, language proficiency, and academic achievement.

These results indicate there is a need for the state staff to further examine the quality of local diagnostic testing programs and identify or develop recommended procedures that can help assure that all migrant students are properly diagnosed.

TABLE 11: MOST COMMONLY USED DIAGNOSTIC TESTS

	Number of Programs	
	1977-78 Regular Year	1978 Summer
Language Assessment		
Bilingual Syntax Measure	2	-
Del Rio Language Assessment	2	-
Gates-McGinitie	3	-
IAS Language Assessment	1	-
Moreno Oral English Language Proficiency	1	-
Basic Skills		
Bakersfield Individualized Process	1	1
Comprehensive Test of Basic Skills	2	1
Key Math	3	2
Illinois Test of Basic Skills	1	-
PIRAMID	3	6
Science Research Association (SRA)	2	6
Silvaroli Reading Inventory	4	2
Woodcock Reading	1	1
ZIP test	2	9
Academic Achievement		
Metropolitan Achievement Test	4	-
Stanford Achievement Test (SAT)	5	-

Instructional Program

The migrant program emphasized instruction in reading, communication skills, and math during both the regular school year and summer. During the regular year, assistance in these basic skills areas was provided according to individual student needs to supplement regular classroom instruction. Summer programs continued to emphasize basic skill areas as well as offer a wide range of instruction in other content areas.

Results for regular year programs showed that approximately 71 percent of the programs instructed students five days per week for an average of one hour per day (this ranged from 20 minutes to three hours per day across programs), 21 percent instructed students three days per week for an average of 40 minutes per day and eight percent or one program instructed students one day per week for 30 minutes per day. Taken together, the total amount of instruction provided on a weekly basis to migrant students ranged from 1/2 hour to 15 hours per week across local programs. During the regular school year, instruction was provided in small groups of six to 10 students in 50 percent of the programs, to individual students in a tutorial setting in 36 percent of the programs, and to large groups of 10 to 25 students in 14 percent of the programs.

In terms of facilities available to the migrant program during the regular school year, 50 percent of the programs had a special room for migrant use only, 29 percent used another classroom or room vacant at the time needed, and 21 percent instructed students in the regular classroom setting. The three types of instructional materials most commonly used by regular year programs were commercially developed language materials (for English as a Second Language, Oral Language Development, and Reading), basal readers textbooks used by the regular classroom teacher, and teacher-made supplementary materials.

By contrast to the regular school year, summer migrant programs were self-contained programs with more general similarity in their operations. All summer programs were operated five days per week for approximately six to eight and one half hours per day. Instruction was usually provided in a classroom setting to large groups of students although small groups and tutorial instruction were also used as appropriate. Summer programs typically had full use of the regular school facilities for their programs.

The three most common types of instructional materials used during the summer programs were special commercially developed materials for math and other academic areas, locally developed/teacher-made materials, and special commercially developed language materials (for English as a Second Language (ESL), Oral Language Development, and Reading).

All of the summer programs provided instruction and activities in reading, language areas, math, music/art, physical education, recreation, and nutrition. In addition, all but one program offered instruction in science, social studies, and career education and all but two programs provided cultural awareness activities for the students. Table 12 presents information on the hours of instruction that local programs provided in each of these areas. Results showed that summer programs spent on the average approximately six hours per week in reading, four to five hours per week each in language arts, math and

physical education/recreation, and one and a half to two hours per week each in social studies, nutrition, career education and cultural awareness. However, results also showed that local programs varied considerably in the amount of time spent on various instructional components of their program.

Summer programs were also encouraged to develop special program offerings for migrant students of junior high and high school ages. Results showed that local programs varied considerably in their offerings for older students. Approximately 56 percent of the summer programs had career education activities, 38 percent had work-study programs, 19 percent had vocational training, 12 percent had advanced academic subjects, and 20 percent had special night school programs for older migrant students. Four summer programs reported that older migrant students were not served by their program. Older students typically may not participate in the summer programs because they must work in the fields instead. However, it would appear that this is an area where the state program staff should carefully review local program efforts to assure that the special needs of older migrant students are being fully met.

TABLE 12: STUDENT INSTRUCTION IN THE 1978 SUMMER PROGRAM

Instructional Area	# of Programs	Average # Hours Per Week	Range in Hours Per Week
Reading	16	5.9	3.5-10.0
Language Arts	16	4.3	2.0- 8.0
Math	16	4.7	2.0- 8.0
Science	15	2.3	.5- 5.0
Social Studies	15	1.9	.5- 4.5
Music & Art	16	3.3	1.0- 5.0
PE & Recreation	16	4.7	2.0-10.0
Nutrition	16	1.9	1.0- 5.0
Career Education	15	1.8	.5- 5.0
Cultural Awareness	14	1.5	.5- 3.0

Academic Testing Programs

Local programs were responsible for designing their own academic testing programs and selecting the tests to be used. Most programs used a variety of tests to assess different content areas and grade levels. During the regular school year, testing for the migrant program was typically tied to the regular testing program conducted for the school district. However, some local programs also developed their own tests to supplement their standardized achievement test results. It should be noted that local testing programs were often hampered by student mobility, making it difficult to collect both pre and post test data on all studentsin their program. For the purposes of this report, local programs were asked to summarize their testing programs by listing the standardized and locally developed tests that were used, the grades and areas tests, and whether pre and post testing was conducted. These results for the testing programs are summarized below for regular year and summmer programs. The actual student tests results can be found in the Program Results section of this report (see page 30).

Results for local testing programs showed that both regular year and summer programs used an average of three tests in their testing programs although this ranged from a total of one to seven tests across local programs. Approximately 84 percent of the regular year programs administered standardized tests, eight percent administered both standardized and locally developed tests, and eight percent administered only locally developed tests. During the summer, 53 percent of the programs used standardized tests, 40 percent used both standardized and locally developed tests, and seven percent used only locally developed tests.

Results for areas tested showed that 67 percent of the regular year programs tested both reading and math, 25 percent tested reading only, and eight percent did not report this information. All summer programs tested both reading and math. Approximately 65 percent of the regular year and 80 percent of the summer programs used pre and post testing. Results also showed that local programs varied in the grade levels tested. While most programs tested grades K-8, only approximately one third of the programs tested in grades 9-12. It would appear that testing is an area where the state program staff should provide technical assistance to local programs in terms of reviewing the quality and comprehensiveness of the testing programs.

PROGRAM RESULTS

Evaluating Academic Progress

Growth in Reading and Math

Pre and Post Test Results

PIRAMID

Major Strengths and Weaknesses of Programs

PROGRAM RESULTS

Evaluating Academic Progress

In evaluating academic progress occurring as a result of an educational program, an evaluation design ideally should be able to demonstrate not only that statistically significant growth did occur, but that this growth was directly a result of program effects. However ideal, this rigorous of an evaluation is difficult for many educational programs, since it requires both pre and post testing of the students as well as use of control groups. In the case of the migrant education program, it is almost virtually impossible to accomplish such an evaluation due to limitations inherent to the program and population it serves. Some of the factors contributing to these limitations are described below to provide a better understanding of the problems encountered when attempting to demonstrate significant academic progress.

1. Population Mobility - Migrant students are inherently a mobile population participating in the local program for varying lengths of time. In fact, most interstate students are in the program for only a few days or a few weeks. It is not reasonable to expect significant growth to occur in such a short period of time, nor is it possible for the local program to administer controlled pre and post testing to all students.

2. Variable Student Abilities - The migrant program is a K-12 program that must meet the needs of individual migrant students at all grade levels. Students at the same grade level enter the program with varying levels of abilities and needs. Therefore, the instruction provided by a local migrant program is itself highly variable depending on the needs of the individual students, particularly during the regular school year. This also causes problems in testing in that one standardized test is not usually adequate for assessing all students.

3. Supplementary Nature of the Regular Year Program - During the regular school year, the migrant program is supplementary to and integrated with the ongoing curriculum of the school district. It is very difficult to isolate academic growth resulting from instruction in the migrant program from other growth occurring in the regular classroom.

4. Shortness of the Summer Program - The summer migrant program is difficult to evaluate because of its short duration and diversity. The summer program is typically an eight-week program, designed to help migrant students "catch up" in a variety of instructional areas. Once again, it is questionable whether statistically significant growth can occur in so brief a time period. Standardized tests are typically not sensitive enough to measure the gains in specific skills.

5. Use of Control Groups - Title I rules and regulations prohibit the denial of services to any eligible migrant child. This makes it very difficult to devise an experimental control group design for evaluating the migrant program.

In light of all of the above-mentioned difficulties, the evaluation for the 1977-78 Migrant Education Program was designed to collect both observations of academic growth and grade level abilities as well as specific pre and post testing results.

Growth in Reading and Math

To obtain a general estimation of academic progress in the migrant program, local programs were asked to use all available information, including teacher observations and test results, to judge 1) the amount of gain evidenced by each student in reading and math during the time they were in the program, and 2) the grade level ability in reading and math evidenced by each student upon leaving the program. Programs were asked to make judgements for all students served by the migrant program regardless of their length of stay in the program.

Various problems were encountered in collecting this information. Some programs did not have data available to make either growth or grade level estimations in reading and math, some programs had information for reading but not for math, and some programs could provide information for some but not all of their students. Because of these problems, results have been reported in terms of percentages of students, rather than the actual numbers of students with these percentages based only on the students for which data was reported.

For the regular year programs, results in reading were based on 718 students or approximately 50 percent of the 1,429 students served in the migrant program and results for math were based on 610 students or approximately 43 percent of the students. For the summer programs, results in reading were based on 1,216 students or 52 percent of the 2,336 students served in the summer program and results for math were based on 1,173 students or 50 percent of the students. These sample sizes are somewhat low because several of the larger programs did not report data. However, because the majority of programs were able to provide data for the majority of their students, the obtained results should be generally representative of the students served by the program despite the actual sample size. Table 13 presents the percent of students evidencing growth in reading and math for regular year and summer programs. Table 14 presents the percent of students judged to be at, above, and below grade level in reading and math abilities according to grade level for regular year and summer programs.

As can be seen in Table 13, results for regular year programs were approximately the same for growth in reading and math. Approximately 30 to 35 percent of the students evidenced high gain in reading and math, 45 to 50 percent evidenced some gain, 10 to 15 percent evidenced low gain, and 5 to 10 percent evidenced no gain during the time they were in the migrant program. Results in Table 14 for reading show that 52 percent of the regular year students were judged to be below grade level, 37 percent were judged at grade level, and 11 percent were judged to be above grade level in reading. Results for math showed that 36 percent of the regular year students were judged to be below grade level in math, 50 percent were judged to be at grade level, and 14 percent were judged to be above grade level.

As can be seen in Table 13, results for summer programs were also similar for reading and math. Results showed that approximately 20 to 30 percent of the students evidenced high gain in reading and math, 45 to 55 percent evidenced some gain, 15 to 20 percent evidenced low gain and 10 percent evidenced no gain. Differences occurring between reading and math were that 5 to 10 percent more of the students evidenced high gain in math compared to those showing high gains in reading. Results in Table 14 for reading ability showed 53 percent of the students were judged to be below grade level in reading, 37 percent were judged to be at grade level, and 10 percent were judged to be above grade level. These proportions are similar to results for the regular year program. Results

for math ability showed 43 percent of the students were judged to be below grade level in math, 42 percent were judged to be at grade level, and 15 percent were judged to be above grade level. These results were also similar to the regular year and showed that more migrant students were at or above grade level in math than in reading.

TABLE 13: GROWTH IN READING AND MATH

	1977-78 Regular Year				1978 Summer			
	% High Gain	% Same Gain	% Low Gain	% No Gain	% High Gain	% Same Gain	% Low Gain	% No Gain
Reading	31	49	12	8	19	53	18	10
Math	35	46	12	7	27	48	16	9

TABLE 14: READING AND MATH GRADE LEVEL PERFORMANCE

READING 6	1977-78 Regular Year			1978 Summer		
Grade Level	% Below	% at Grade Level	% Above	% Below	% at Grade Level	% Above
K	53	39	7	37	47	16
1-3	48	43	8	52	36	11
4-6	56	29	15	60	32	7
7-9	56	30	14	57	37	6
10-12	44	46	10	70	20	10
Average	52	37	11	53	37	10
MATH						
Grade Level	% Below	% at Grade Level	% Above	% Below	% at Grade Level	% Above
K	25	64	11	38	47	15
1-3	39	52	9	46	42	12
4-6	36	44	20	44	35	21
7-9	40	40	20	38	32	10
10-12	32	57	11	54	37	9
Average	36	50	14	43	42	15

Pre and Post Test Results

To obtain empirical evidence that statistically significant growth was occurring in reading and math achievement levels, local programs using pre and post test evaluation designs were asked to submit individual student's data for statistical analysis by the CDE evaluation staff. Tables 15 and 16 show the type of data submitted by the regular year and summer programs, respectively. In many cases, data was reported but was not in a usable form, either because of the way the data was reported or because there were insufficient numbers of students tested. In several cases where programs administered the same test, student data was combined across programs so that a larger sample could be statistically analyzed.

Table 17 summarizes the test results for local programs that evidenced statistically significant gains in reading and/or math.

Results for reading showed that statistically significant gains occurred during the regular year in the Weld Co. 6 program using the the Silvaroli Reading Test at grades 4-9. These results showed an average gain of 1.3 in grade equivalency scores for the 40 students.

Statistically significant gains in reading were also demonstrated during the summer by the Arkansas Valley BOCES and South Central BOCES programs using the ZIP Language Test and by the Logan Re-1J program using the SRA Reading Test.

Results for math showed statistically significant gains in math were demonstrated during the summer by the South Central BOCES and Logan Re-1J programs using the ZIP Math Test at both grades 4-6 and 7-12.

These local programs should be very proud of their significant results especially in light of the difficulties noted earlier in this section. It is important to remember, however, that the lack of such results from the other local programs does NOT imply that significant changes were not occurring in reading and math for their students. It only indicates that such changes in achievement were not measurable by the statistical analysis and/or tests used.

TABLE 15: PRE/POST TEST RESULTS
SUBMITTED BY 1977-78 REGULAR YEAR PROGRAMS

LOCAL PROGRAM	TEST NAME	AREA			GRADES TESTED					Number Students Tested	Time Between Pre/Post	Type of Score	Usability of Data (*=Usable)
		Rdg	Lang	Math	K	1-3	4-6	7-9	10-12				
R1 Adams 27J	Del Rio		x			not given				20	18 wks	Prcntle	* Results not sig.
R3 Arkansas Valley BOCES	Standard Achievement Test					x				10		Grade Equivalency	No pretest
R4 Boulder Re-1J	Informal Reading Inventory	x				x	x	x		5	14 wks	Grade Equivalency	Insufficient # of students
	Skills Charts	x		x		x		x		10	14 wks	# Obj.	Insufficient # of students
R5 East Central BOCES	Teacher Made Test	x					x			8	8 wks	# Obj.	Insufficient # of students
R6 Gunnison Valley BOCES													Data not available
R7 Larimer R-1													Data not available
R8 Logan Re-1J	Houghton Mifflin Reading Readiness	x			x					1	18 wks	—	Insufficient # of students
R9 Mesa Co. 51	Slossen Oral Reading Test	x				x	x			4	6 wks	Grade Equivalency	Insufficient # of students
	Key Math			x		x	x	x		8	variable	Grade Equivalency	Insufficient # of students
R11 Prowers Re-1													Data not available
R12 Prowers Re-3	SRA	x		x		x	x			9	36 wks	Grade Equivalency	Insufficient # of students
R13 South Central BOCES	PIRAMID	x		x	x	x	x	x		54	—	# Obj.	* Totaled for PIRAMID
R14 South Platte Valley BOCES	Bakersfield Individualized Process (BIP)	x			x	x	x			21	36 wks	# Obj.	Scores not Reported in Usable Form
R15 Southeastern BOCES	PIRAMID	x					x			14	33 wks	# Obj.	* Totaled for PIRAMID
	Learning Concepts Auditory Comprehension of Learning		x		x	x				8	30 wks	Age	Insufficient # of students
R16 Weld BOCES													* Data not available
R17 Weld Co. 6	Silvaroli	x					x	x		30	30 wks	Grade Equivalency	Sig. Results
	Bilingual Syntax Measure	x				x				4	30 wks	Grade Equivalency	Insufficient # of students

TABLE 16: PRE/POST TEST RESULTS SUBMITTED BY 1978 SUMMER PROGRAMS

LOCAL PROGRAM	TEST USED	AREA Rdg	AREA Lang	AREA Math	GRADES TESTED K	1-3	4-6	7-9	10-12	Number Students Tested	Time Between Pre/Post	Type of Score	Usability of Data (*=Usable)
Adams 27J													Data not available
Alamosa Re-11J													Data not available
Arkansas Valley BOCES	PIRAMID	x		x	x	x	x	x		155	7 wks	# Obj.	* Totaled for PIRAMID
	IIP-Oral Lang		x			x				36	7 wks	Raw	* Sig Results
	IIP-Math			x		x				21	7 wks	Raw	* Results not sig
Boulder Re-1J	Kindergarten Cklst	(Skills)			x					24	4 wks	# Obj	* Results not sig
	Informal Rdg Inventory	x					x	x	x	11	6 wks	Grade Equiv	Insufficient # of students
	IIP-Math			x	x	x	x	x	x	73	4-7 wks	Grade Equiv	Scores not reported as raw data
	IIP-Reading	x			x		x			47	5 wks	Grade Equiv	Scores not reported as raw data
	IIP-Lang		x		x	x				28	5 wks	Raw	* Results not sig
Southeast Central BOCES	Readiness Test	(Skills)			x					18	—	Raw	Insufficient # of students
	IIP			x		x	x			39	4½ wks	Grade Equiv	Scores not reported as raw data
Gunnison Valley BOCES	Comprehensive Test	x		x		x	x	x		23	5-6 wks	Grade Equiv	* Results not sig
Larimer R-1													Data not available
Logan Re-1J	Teacher made	x			x					14	5 wks	# obj	Insufficient # of students
	IIP-Math			x		x	x	x		31	5 wks	# Obj	* Sig results
	IIP-Reading Survey	x				x	x	x		31	5 wks	Raw	* Sig results
Mesa Co. 51	PIRAMID	x				x	x	x		47	5-6 wks	# Obj	* Totaled for PIRAMID
	Dist. CRT Test			x		x	x	x		47	5-6 wks	# Obj	Data not reported in usable form
Northeast BOCES	IIP	x		x	x	x	x			17	4 wks	Grade Equiv	Scores not reported as raw data
	SRA Diagnosis Kit	x			x	x	x			17	4 wks	# Obj	Insufficient # of students
Prowers Re-1													Data not available
South Central BOCES	IIP-Oral lang		x		x	x	x			34	7 wks	Raw	* Significant results
	IIP-Math			x	x	x	x	x	x	70	7 wks	Raw	* Significant results
	Silvaroli Quick Score	x			x	x	x	x	x	56	7 wks	Grade Equiv	* Results not sig
	Continuous Progress in Spelling	x					x	x	x	33	7 wks	Age	* Results not sig
South Platte Valley BOCES	Bakersfield Individualized Process	x				x	x			55	6 wks	# Obj	Data not reported in usable form
	PIRAMID			x		x	x			83	6 wks	# Obj	* Totaled for PIRAMID
	Silvaroli Reading						x			23	6 wks	Grade Equiv	* Results not sig
Southeastern BOCES	Woodcock Reading	x						x	x	8	6 wks	Grade Equiv	Insufficient # of students
	Key Math			x			x	x	x	16	6 wks	Grade Equiv	Insufficient # of students
	PIRAMID	x		x	x	x				35	8 wks	# Obj	* Totaled for PIRAMID
Weld BOCES													Data not available
Weld Co. 6	Teacher made		x	x									Data not submitted

TABLE 17: PRE/POST TEST RESULTS FOR READING AND MATH

READING

Program	Test	Time Between Pre/Post	Grades Tested	Number of Studerts	Type of Score	Average Pre-Test Score	Average Post-Test Score	T-Test Results*
Regular Year								
Weld Co 6	Silvaroli Reading	30 wks	4-9	40	G.E.	3.4	4.7	t=3.256 p<.01
Summer								
Arkansas Valley BOCES	ZIP-Oral Language	7 wks	1-3	36	Raw	21.6	26.6	t=2.437 p<.05
South Central BOCES	ZIP-Language	7 wks	K-6	35	Raw	17.4	23.0	t=3.489 p<.01
Logan Re-1J	SRA Reading	5 wks	1-9	31	Raw	32.9	45.8	t=4.202 p<.001

MATH

Program	Test	Time Between Pre/Post	Grades Tested	Number of Students	Type of Score	Average Pre-Test Score	Average Post-Test Score	T-Test Results*
Summer								
South Central BOCES and Logan Re-1J	ZIP Math	5-7 wks	4-6	40	#Obj	16.5	21.1	t=2.495 p<.05
South Central BOCES and Logan Re-1J	ZIP Math	5-7 wks	7-12	26	#Obj	21.8	27.3	t=2.426 p<.05

* Statistical Results - A T-test analysis was calculated to analyze for a significant difference between pre and post test scores.

t=_____: the value of the statistic

p<_____: the significance level, i.e. the probability that the result occurred by chance rather than as a true effect of the program. Significance levels of .05, 101 & .001 are considered "statistically significant."

PIRAMID

Pre/post test results reported by local programs using PIRAMID tests were processed separately. PIRAMID or the Project Individualized Reading and Mathematics Inter District is a criterion referenced reading and mathematics system for individualized student testing and instruction.

Because of the nature of PIRAMID pre and post testing, data for individual students was reported only in terms of the total number of objectives gained and there were no pre and post test scores, as such, to statistically analyze. Therefore, the results reported by local programs for PIRAMID testing were simply totaled across students and the average number of objectives gained was computed for each program. Table 18 presents the PIRAMID test results by grade level for reading and math across regular year and summer programs. Because the results showed a high degree of variability at each grade level, both student and program ranges are reported.

Results in Table 18 for reading across grade levels show an average gain of 24.2 objectives for regular year programs and 10.0 objectives for summer programs. Results for math across grade levels show an average gain of 21.7 objectives for regular year and 12.9 objectives for summer programs.

TABLE 18: PIRAMID RESULTS FOR READING AND MATH

READING

Regular Year	Programs	No. of Students	Average # of Objectives Gained	Program Range	Student Range
K	(1) SC BOCES	11	19.5	—	0-36
1-3	(2) SC & SE BOCES	32	28.2	10.8-40.1	4-20
4-6	(2) SC & SE BOCES	29	18.5	13.8-22.8	2-42
7-9	(1) SC BOCES	6	30.8	—	2-68
		Average	24.2		
Summer					
K	(2) AV & SE BOCES	50	6.9	4.0-8.2	0-21
1-3	(3) AV, SE&SC BOCES	80	6.3	5.4-9.6	1-28
4-6	(2) AV & SC BOCES	55	4.3	3.9-4.6	2-8
7-9	(1) SE BOCES	34	22.4	—	0-46
		Average	10.0		

MATH

Regular Year					
K	(1) SC BOCES	10	12.5	—	0-23
1-3	(1) SC BOCES	17	26.1	—	4-61
4-6	(1) SC BOCES	13	24.6	—	8-58
7-9	(1) SC BOCES	4	23.5	—	11-34
		Average	21.7		
Summer					
K	(2) AV & SE BOCES	30	6.1	4.0-8.1	1-50
1-3	(2) SPV & SE BOCES	45	10.6	6.3-13.44	3-50
4-6	(1) SPV BOCES	35	16.6	—	1-12
7-9	(1) AV BOCES	25	18.5	—	4-48
		Average	12.9		

Major Strengths and Weaknesses of Programs

In their final evaluation reports, local program directors were asked to briefly describe what they felt were the major stengths and major weaknesses of their programs. This information was reported by 12 of the 15 regular year programs and all 16 of the summer programs. Local programs varied in the number of specific strengths and weaknesses described with some programs reporting only one and others reporting as many as seven specific strengths and weaknesses. The number of local programs indicating specific strengths and weaknesses are classified and tallied in Tables 19 and 20 respectively. The tables also present the percent of programs indicating strengths or weaknesses according to types of comments. It should be noted that since one program may have made several comments relating to a similar category, the percentages may not match the actual number of comments indicated.

TABLE 19: MAJOR PROGRAM STRENGTHS OBSERVED BY DIRECTORS

	1977-78 REGULAR YEAR PROGRAMS	1978 SUMMER PROGRAMS
Program Management	(50%)	(69%)
	1-Scheduling student instruction 1-Inservice 1-Parent involvement 1-Testing 3-Coordination with other district programs 1-Referral system 1-Staff handbook 1-Regular staff meetings	1-4-hour teacher schedules 1-Inservice 4-Parent involvement 4-Testing 2-Coordination with other agencies 1-Internal organization 1-Central building location
Staff Quality	(42%)	(62%)
	1-Overall staff quality 2-Specific staff member expertise 1-Use of certified staff 1-Past experience with program	5-Overall staff quality 2-Specific staff member expertise 4-Use of all bilingual staff 2-Student/teacher ratio
Program Implementation	(25%)	(31%)
	1-Individualized instruction 1-Diagnostic/prescriptive program 1-Resource room concept 1-Use of peer guides 1-Focus on self-concept development	2-Individualized instruction 3-Diagnostic/prescriptive program 3-Experienced based curriculum 1-Use of adult role models 3-Field trips and extra-curricular activities 1-Bilingual/Bicultural activities 2-Classroom atmosphere 1-Program diversity
Instructional Components	(8%)	(38%)
	1-Reading and English as a Second Language	1-Language arts and math 1-Science 1-Physical Education 3-Music/arts/crafts 2-Career education 1-Night program 1-RIF program
Support Services	(8%)	(25%)
	1-Mobile Unit materials	1-Mobile Unit assistance 3-Health & dental 2-Ethnic food served

TABLE 20: MAJOR PROGRAM WEAKNESSES OBSERVED BY DIRECTORS

	1977-78 REGULAR YEAR PROGRAMS	1978 SUMMER PROGRAMS
Program Management	(42%)	(69%)
	1-Testing program	2-Testing program (materials, pre-post log time)
	1-Facilities (teaching area space)	2-Facilities (heat conditions, expansion)
	1-Parent involvement (PAC meetings)	1-Parent involvement
	1-Student attendance	2-Student attendance
	1-Instructional materials (free from companies)	1-Instructional materials (monolingual Spanish)
	1-Internal management	1-Scheduling of classes
	1-Recordkeeping and MSRTS	2-Structures of summer program
	1-Time for student instruction	1-Unnecessary disruptions
Staff	(50%)	(62%)
	2-Insufficient number of staff	3-Insufficient number of staff
	2-Staff turnover	3-Staff communications
	1-Need for certified teacher	1-Need for testing specialist
	1-Time for staff meetings	2-Need for nurse (bilingual, full-time)
		1-Need for vocational staff for work study
		1-Cooperation of CETA aides
Program Implementation	(16%)	(19%)
	1-Need for individualization	1-Need for individualization
	1-Program for older students	1-More field trips
		2-More ethnic foods
		1-Use of successful ethnic adult models
Instructional Components		(16%)
	(None)	1-Career education
		1-Nutrition
		1-Arts & crafts
		1-Social studies & science

SUPPORT SERVICES

Summer Health Program

Colorado Migrant Child Identification
and Recruitment Project

Migrant Mobile Units

Local Program Evaluation of Support Services

SUPPORT SERVICES

Summer Health Program

The Migrant Summer Health Program operated by the Colorado Department of Health (CDH) continued to provide health services to migrant children for its sixth consecutive year. The program attempted to identify and deliver medical and dental health services to all migrant children enrolled in the Summer Program. This health care program was an important part of the total service to migrant children because they have a greater risk of health problems than nonmigratory children of the same age. Health problems that go undetected and untreated could significantly interfere with the migrant child's ability to learn and actively participate in the educational process.

- Medical Services -

During the summer of 1978, the CDH Health Program organized a total of 20 local centers to provide comprehensive health services to the 20 schools operated by the Summer Migrant Programs. School health coverage was provided primarily by graduate nurses employed by the CDH. A total of 20 nurses were employed to staff the local summer program centers, and one additional nurse was employed for the Fort Collins summer high school program. The CDH area nursing coordinator in Lamar provided services to the Walsh program. In addition, 15 CETA aides were employed by CDH to assist the nurses. The types of services provided by the CDH Health Program included:

Comprehensive health screening services
Physical examinations
Referrals for confirmation and treatment of identified health problems
Immunizations (as appropriate)
Family contacting
Health counseling

The major goal of the program was to provide comprehensive health screening to all students and follow-up referral and treatment to those identified as having significant health problems. Cost for follow-up health treatment by outside physicians varied, depending on the problem diagnosed. A total of $14,598 was spent for health treatment services, of which $11,487 was spent on treatment services and $3,111 on prescriptions.

The results for the health screening, referral and treatment program are summarized in Table 21 according to the final report submitted by CDH. Included in Table 21 are the number of students screened, the number and percent that were normal and abnormal, and the number and percent of students who were diagnosed as abnormal that were referred and treated.

In addition to health screening and referral, program nurses contacted migrant families for individual home visits. Health services as well as nutrition counseling were provided during the home visits. The CDH Program hopes to improve their program through a greater emphasis on outreach and involvement of the migrant families in the health care of their children.

To evaluate their program, the CDH administered an extensive interview questionnaire to participating nurses, with 18 of the 21 nurses responding.

Results from this survey were generally positive towards the assistance provided by the area nurse, cooperation of school program staff and components of the orientation training received from the health program staff.

Results from the survey, however, did indicate that the Blue Blaze records from the Migrant Student Record Transfer System were usually not available when needed to commence health care and that the information they contained was not accurate to ensure a safe level of care. While the students' enrollment form was usually available, it was not felt to be helpful in determining health status.

- Dental Services -

The Migrant Summer Dental Health Program, also operated by the Colorado Department of Health (CDH) provided dental screenings, dental care, and dental health education to students in the summer migrant prpgrams. The 1978 Summer Dental Program was staffed by a dental hygienist project coordinator, nine graduate dental hygienists, and 22 dental students from the University of Colorado and Rangely College. The program served children in the 20 summer schools operated by the 20 summer migrant programs. The project dental hygienists and staff visited the schools and conducted a dental inspection on each child. Those children in need of dental care were referred for treatment to local dentists and clinics working with the program. Dentists were reimbursed for services provided either from dental funds or through a variety of local sources. A total of $23,025 in program funds was spent on dental care for 860 migrant students. This amounted to an average of $26.77 per student receiving professional dental care. However, total treatment costs in actuality were $60,000 of which $36,975 was free dental care obtained at no cost to the program.

In addition to dental screenings and treatment, the CDH dental program provided educational services in dental health. These services included dental health packets and toothbrush kits distributed to each school, a preventive brushing and flossing program conducted in each classroom, and a bilingual instruction unit on dental health.

TABLE 21: Results of Health Screening

Medical Service	Number Students Screened	Number (%) Normal	Number (%) Abnormal	Number (%) Treated by Nurse	Number (%) Referred to Local Doctor	Number (%) Diagnosed Confirmed by Doctor/ Lab Tests	Number Treated	% Treated of Those Referred	% Treated of Total Abnormal
Physical Examination	1,186	827(70%)	359(30%)	—	257(72%)	210(82%)	210	(82%)	(58%)
Screening Hematocrits	1,610	1,423(88%)	187(12%)	66(35%)	111(59%)	**	94	(85%)	(50%)
Urinalysis	1,373	1,322(96%)	51(4%)	—	25(49%)	25(49%)	13	(52%)	(25%)
Hearing	1,561	1,318(84%)	243(16%)	—	103(42%)	**	34	(33%)	(14%)
Vision	1,515	1,172(77%)	343(23%)	—	133(39%)	**	80	(60%)	(23%)
Tuberculin Skin Test	654	598(91%)	56(9%)	—	30(54%)	**	30	(100%)	(54%)
Strep Cultures	202	—	88(44%)	—	88(100%)	80(91%)	80	(91%)	(91%)

** Data not available

Colorado Migrant Child Identification and Recruitment Project

The Colorado Migrant Child Identification and Recruitment Project (CMCIRP) was established in 1973 to assure state accountability in the identification of migrant children and their recruitment into migrant education programs. Completing its fifth year of operation, CMCIRP continued its efforts to survey and map the state concentrating their surveys on school districts not covered by local migrant outreach personnel. Identified migrant children were enrolled in the Migrant Student Record Transfer System and regular school programs as well as in a migrant program, if available. For areas where sufficient numbers of new migrant children were identified, information was forwarded to the state program staff so that establishment of a migrant program could be explored. The objectives of CMCIRP are listed below.

1. Identify each migrant child in Colorado.
2. Gather educational and health information on each migrant child.
3. Enroll each child in a migrant educational program.
4. Enroll each child on national record transfer system.
5. Provide assistance so that each child has the opportunity to take advantage of necessary health care.
6. Conduct liaison services with all agencies which serve migrant families.
7. Conduct liaison services with all school programs.
8. Conduct surveys to identify migrant children enrolled in the public schools.
9. Conduct surveys, in conjunction with local districts, to identify employers who hire migrant labor.
10. Map migrant labor areas (farm-food processing industries) to facilitate identification of enrollment of children in school.

CMCIRP was located at the Northern Colorado Board of Cooperative Services and employed five bilingual regional field coordinators during 1978-79 to supervise recruitment efforts in four areas of the state. These field representatives secured excellent cooperation from school district personnel across the state as well as from health and social services, the state employment service and members of the agricultural community.

A total of 1,470 migrant children throughout the state were identified and enrolled in the Migrant Student Record Transfer System. Of the children identified, 625 were interstate, 334 were intrastate, and 511 were five-year migrants.

A total of 33 migrant children were identified through expanded survey efforts in Garfield, Rio Blanco, Routt and Moffat counties in the Western Slope region. Continued survey in the Denver metropolitan area resulted in identification of 52 interstate, 25 intrastate and 167 five-year migrant children. Continued survey in the El Paso County (Colorado Springs) rural-urban area resulted in the identification of 21 interstate, 24 intrastate and 47 five-year students.

A total of 124 migrant students identified by the project were provided tutorial services in Boulder, Adams and Larimer counties. Another 50 migrant children identified in Boulder School District Re-2 were transported to the summer migrant program in St. Vrain School District Re-1J, and 40 migrant children identified in Adams 14 were transported to the summer migrant program in Brighton School District 27J.

Table 22 presents a summary of CMCIRP 1977-78 data for the four regions served in terms of the number of visits, number of health and welfare referrals, and the number of migrant children identified and enrolled.

TABLE 22: CMCDEP Results for 1978-79

	NORTH CENTRAL	ARKANSAS VALLEY	SAN LUIS VALLEY	WESTERN SLOPE	STATE TOTALS
NUMBER VISITED					
Schools	100	222	98	47	467
Farms	57	56	75	200	388
Ranches	21	0	5	0	26
Food Processing Plants	26	29	24	19	98
HEALTH REFERRALS					
Number Children	202	30	32	105	369
Number Families	89	18	44	65	216
WELFARE REFERRALS					
Number Families	59	23	49	75	206
NUMBER MIGRANT CHILDREN IDENTIFIED					
Interstate	230	129	157	109	625
Intrastate	101	81	83	69	334
Five-Year	196	101	118	96	511
NUMBER MIGRANT CHILDREN ENROLLED					
Migrant Program	290	181	167	287	925
Regular School	167	219	22	196	604
MSRTS	489	120	196	320	1,125

Migrant Mobile Units

The Migrant Mobile Units were established in 1968 to provide educational services to local migrant programs on a year-round basis. The two major thrusts have been to provide instructional materials and staff training to migrant program staff as well as regular classroom teachers with migrant children in their classes. Perhaps the greatest strength of this program was the individualized assistance provided directly to teachers at their school buildings. School buildings were regularly visited on a monthly basis, as well as at times when teachers called and needed immediate assistance. The Migrant Mobile Units visited schools in the migrant program as well as schools not participating in a funded migrant program who need assistance with incoming migrant students. The services of the Migrant Mobile Units included:

Staff in-service and preservice training
Individualized assistance to teachers and aides
Review and acquisition of current instructional resource materials
Distribution and demonstration of instructional resource materials to teachers at their school buildings
Development of instructional materials
Assistance in instructional program development
Diagnosis and prescription of individual students
Public presentation on migrant education
College credit for staff participation in training

The Migrant Mobile Units were operated by local institutions of higher education in cooperation with the State Migrant Program to serve local programs within their region. The northern region of the state was served by the Colorado State University at Fort Collins, the central region by the University of Colorado at Boulder, and the southern region by the University of Southern Colorado at Pueblo. Each Migrant Mobile Unit was operated independently and geared their service to meet the local program's needs. Activities were coordinated at the state level through monthly mobile unit meetings, as well as through constant intercommunication between the mobile units. The success of the migrant mobile units has been largely attributable to the mobile unit instructors, individuals whose knowledge, skills, enthusiasm, and years of experience in migrant education have made them valuable resources to teachers across the state.

In their final evaluation reports, each mobile unit submitted data using standard evaluation forms for activities during the 1977-78 regular school year and 1978 summer program. Tables 23 and 24 present information on the programs, staff and students served by each mobile unit during the regular year and summer programs, respectively. Services provided to program schools as well as schools not participating in a funded migrant program are included. Tables 25 and 26 summarize data for the daily activities of the mobile unit instructors during the regular year and summer programs, respectively. Data is provided regarding the total number of hours per month, and percent of total time spent in the following activities: general office, planning, materials review, materials development, meetings and conventions, public presentations, as well as delivery of direct services to local programs.

Results from Table 23 for the regular school year showed that services were directly provided to 89 schools in 42 school districts in the state. This included 16 schools from 7 school districts not participating in funded migrant programs in need of assistance. A total of approximately 460 local staff members received direct services from the mobile units. This included 332 teachers and tutors and 79 aides who received materials and individualized assistance from the mobile units at their schools. The three mobile units made a total of 459 visits to schools during these five months or more than 91 visits per month on the average.

Results from Table 24, for the summer, showed that services were directly provided to each of the 22 summer migrant program centers in the state involving a total of 36 school districts. Approximately 174 local staff members received direct services from CU and USC mobile units including 77 teachers and 60 aides who received materials and individualized assistance at their schools. In addition, the CU and USC mobile units made a total of 108 visits to schools or more than 36 visits per month on the average. This data was not available from the Colorado State University mobile unit.

Results from Table 25, for the regular year, showed that instructors spent approximately 40 to 45 percent of their time in the delivery of direct services to schools. Another 20 to 25 percent of their time was spent in general office duties with the remaining 30 to 40 percent spent in planning, materials review, and development, and meetings or presentations.

Results from Table 26 for the summer show that the mobile unit instructors spent from 60 to 75 percent of their time in the delivery of direct services to schools. Another 12 to 30 percent of their time was spent in general office duties with the remaining 5 to 10 percent of their time spent in planning, materials review and development, and meetings or presentations.

Table 23: Programs, Staff, and Students served by the Migrant Mobile Units

Regular Year Program
(January - May, 1978)

CSU MOBILE UNIT Programs	No. Schools	No. Visits	Number of Staff Served: Prog. Staff	School Staff: Prin.	Tchrs./Tutors	Aides	Total	Number Students Impacted
Larimer R-1 (Fort Collins)	3	23	2	3	25	4	34	60
So. Platte Valley BOCS (3 dists.)	2	15	3	1	13	6	53	17
Weld BOCS (7 districts)	13	76	3	1	38	8	50	416
Weld Re-6 (Greeley)	6	50	-	4	47	23	74	134
NON-PROGRAM								
Thompson R2-J (Loveland)	3	1	-	-	1	5	6	NA
TOTALS	27	165	8	9	124	46	187	

USC MOBILE UNIT Programs	No. Schools	No. Visits	Number of Staff Served: Prog. Staff	School Staff: Prin.	Tchrs./Tutors	Aides	Total	Number Students Impacted
Arkansas Valley (BOCES (6 dists.)	12	95	1	7	23	10	41	333
Prowers Re-1 (Granada)	1	7	-	1	10	2	13	125
Prowers Re-3 (Holly)	1	7	-	1	9	2	12	39
South Central BOCES (2 dists.)	-	11	1	-	3	-	4	54
Southeastern BOCES (2 dists.)	2	12	1	2	21	5	29	192
NON-PROGRAM								
Ellicott 22	1	1	-	1	3	-	4	NA
TOTALS	17	133	3	12	69	19	103	

CU MOBILE UNIT Programs	No. Schools	No. Visits	Number of Staff Served: Prog. Staff	School Staff: Prin.	Tchrs./Tutors	Aides	Total	Number Students Impacted
Adams 27J (Brighton)	7	27	2	1	17	5	25	107
Boulder Re-1J (Longmont)	9	37	2	1	31	2	36	136
East Central BOCES (3 dists.)	4	12	1	2	14	1	18	64
Logan Re-1J (Sterling)	1	3	1	2	-	1	4	2
Northeast BOCS (4 dists.)	9	31	1	1	23	1	26	
Weld BOCES (1 dist.)	2	4	-	1	17	3	21	
NON-PROGRAM								
Adams 12 (Thornton)	3	8	-	-	5	-	5	
Adams 14 (Commerce City)	3	9	1	-	9	-	10	
Boulder Re-2J (Boulder)	4	28	1	-	14	1	16	
Buffalo Re-4 (Merino)	1	1	-	-	2	-	2	
Douglas Re-1 (Castle Rock)	1	1	-	-	7	-	7	
TOTALS	45	161	9	8	139	14	170	
STATE TOTALS	89	459	20	29	332	79	460	

(Note: NA = Data Not Available)

Table 24: Programs, Staff, and Students served by the Migrant Mobile Units

SUMMER PROGRAM
(June - August 1978)

CSU MOBILE UNIT Programs	No. Centers	No. Visits	Number of Staff Served: Program Staff	School Staff: Prin.	Tchrs./Tutors	Aides	Total	Number Students Impacted
Gunnison Valley (BOCES)	1							
Larimer R-1 (Fort Collins)								
Mesa 51 (Grand Junction)								
So.Platte Valley BOCS (3 Dists.)								
Weld BOCS (7 districts)								
Weld Re-6 (Greeley)								

DATA NOT AVAILABLE

USC MOBILE UNIT Programs	No. Centers	No. Visits	Number of Staff Served: Program Staff	School Staff: Prin.	Tchrs./Tutors	Aides	Total	Number Students Impacted
Alamosa Re-11 (Alamosa)	1	9	1	2	7	7	17	253
Arkansas Valley BOCES (7 dist.)	3	19	2	3	10	9	24	218
Prowers Re-1 (Granada)	1	7	-	1	4	3	8	66
South Central BOCES (2 dist.)	2	9	1	2	13	7	23	87
Southeastern BOCES (2 dist.)	1	11	1	1	3	3	8	63
TOTALS	7	55	5	9	37	29	80	687

CU MOBILE UNIT Programs	No. Centers	No. Visits	Number of Staff Served: Program Staff	School Staff: Prin.	Tchrs./Tutors	Aides	Total	Number Students Impacted
Adams 27J (Brighton)	1	12	3	1	7	6	17	140
Boulder Re-1J (Longmont)	1	9	2	2	8	5	17	200
East Central BOCES (3 dist.)	1	5	2	1	6	5	14	101
Logan Re-1 (Sterling)	1	4	1	1	4	4	10	63
Northeast BOCS (4 dists.)	2	8	3	2	5	5	15	95
Weld BOCES (1 dist.)	1	15	3	2	10	6	21	NA
TOTALS FOR CSU and CU MOBILE UNITS	14	108	19	18	77	60	174	1286

Table 25: Daily Activities of the Mobile Unit Instructors & Assistance — Regular Year Program
(January 1-May 31, 1978)

MOBILE UNIT	General Office	Planning	Materials Review	Materials Development	Meetings/ Conventions	Public Presentations	Direct Services to Programs	Travel	Delivery of Direct Services*	Total Hours
COLORADO STATE UNIVERSITY										
Mobile Unit Instructor										
Total # Hours	191.25	91.80	37.50	56.70	85.50	31.75	237.50	105.50	(343.00)	837.50
Average # hrs/month	38.25	18.36	7.50	11.34	17.1	6.35	47.5	21.1	(68.60)	167.50
Approx. % of Total Time	23%	11%	4%	7%	10%	4%	28%	12%	(40%)	
UNIVERSITY OF COLORADO										
Mobile Unit Instructor										
Total # Hours	223.75	29.50	93.50	36.00	111.50	9.0	264.75	121.00	(385.75)	889.00
Average # hrs/month	44.75	5.90	18.70	7.20	22.30	1.8	52.95	24.2	(77.15)	177.80
% of total time	25%	3%	10%	4%	12%	1%	30%	14%	(44%)	
UNIVERSITY OF SOUTHERN COLORADO										
Mobile Unit Instructor										
Total # Hours	180.5	52.25	43.00	195.75	73.50	22.00	189.75	211.5	(401.25)	968.25
Average # hrs/month	36.1	10.45	8.60	39.15	14.70	4.40	37.95	42.30	(80.25)	193.65
Approx. % of Total Time	19%	6%	4%	20%	8%	2%	20%	22%	(42%)	

* Delivery of Direct Services = Direct Services + Travel time

** % of total time = Percentages have been rounded to the nearest 5%

Table 26: Daily Activities of the Mobile Unit Instructors & Assistants — Summer Program
(June 1-August 31, 1978)

MOBILE UNIT	General Office	Planning	Materials Review	Materials Development	Meetings/ Conventions	Public Presentations	Direct Services to Programs	Travel	Delivery of Direct Services*	Total Hours
COLORADO STATE UNIVERSITY Mobile Unit Instructor										
Total # Hours	59	30	6	17	5	0	229.00	123.75	(352.75)	469.75
Average # hrs/month	19.6	10	2	5.6	1.6	0	76.33	41.25	(117.58)	156.58
Approx. % of Total Time	13%	6%	1%	4%	1%	0	49%	26%	(75%)	
UNIVERSITY OF COLORADO Mobile Unit Instructor										
Total # Hours	117.0	19.0	4.0	7.0	8.0	2.0	139.25	108.5	(247.5)	404.5
Average # hrs/month	39.0	6.3	1.3	2.33	2.66	.66	46.42	36.16	(82.5)	134.8
% of total time**	29%	5%	—	2%	2%	—	34%	27%	(61%)	
UNIVERSITY OF SOUTHERN COLORADO Mobile Unit Instructor										
Total # Hours	74	35	21	16	23	9.5	181.0	102.0	(283.0)	461.5
Average # hrs/month	24.6	11.6	7	5.3	7.6	3.2	60.33	34.0	(94.3)	153.8
Approx. % of Total Time	16%	8%	4%	3%	5%	2%	39%	22%	(61%)	

* Delivery of Direct Services = Direct Services + Travel time

** % of total time = Percentages have been rounded to the nearest 5%

Local Program Evaluation of Support Services

Local programs were asked to evaluate the quality and usefulness of the support services operated by the state to assist them in their local efforts. Program directors used a five-point rating scale to rate services received from the Summer Health Program, the Colorado Migrant Child Identification and Recruitment Project (CMCIRP), the Migrant Mobile Units, and the Migrant Student Record Transfer System (MSRTS). Table 27 presents the average ratings on the quality and usefulness of these support services.

As can be seen in Table 27, results were generally positive for the quality and usefulness of support services provided by the state. Service provided by the migrant mobile units and the summer health program were rated somewhat higher than the migrant student record system. The identification and recruitment project received the lowest ratings for quality and usefulness.

TABLE 27: Local Program Evaluation of Support Services

AVERAGE RATING ON A FIVE POINT SCALE

Support Service	Regular Year		Summer	
	Quality	Usefulness	Quality	Usefulness
Mobile Units	4.1	4.2	3.9	4.2
Summer Health Program	-	-	3.8	4.4
MSRTS	3.7	3.6	3.6	3.8
CMCIRP	2.7	2.8	3.0	3.2
AVERAGE	3.5	3.5	3.6	3.9

PROGRAM COSTS

The total cost for the 1977-78 migrant program was $1,770,874 in actual expenditures. Of this total, $1,225,680 (69 percent) funded local migrant program operations, $454,218 (26 percent) funded support services and $91,516 (5 percent) funded the state administration of the program. Funding of local migrant programs varied according to their size from $6,953 to Prowers Re-3 for their regular year program to $231,306 to Weld BOCES for their regular year and summer programs.

Table 28 presents a summary of total costs for the state program and Table 29 presents total actual expenditures for each local program during the regular year and summer.

TABLE 28: Total Program Costs for FY 1977-78
(Funded by Title I ESEA: Migrant)

	Actual Expenditures
State Administration	$ 91,516
Local Program Operations	1,225,680
Health Programs	124,625
Migrant Mobile Units	154,669
Recruitment Project (CMCIRP)	123,348
Record System (MSRTS)	51,576
TOTAL PROGRAM COST	$1,770,874

TABLE 29: Costs by Local Program for FY 1977-78

Local Program	Number of Districts	Total Expenditures
Adams 27J (Brighton)	1	$ 73,686
Alamosa Re-11J (Alamosa)	3	51,581*
Arkansas Valley BOCES (La Junta)	7	177,699
Boulder Re-1J (Longmont)	2	72,857
East Central BOCES (Limon)	3	49,069
Gunnison Valley BOCES (Olathe)	2	28,599
Larimer R-1 (Fort Collins)	1	76,139
Logan Re-1J (Sterling)	1	24,124
Mesa Co 51 (Grand Junction)	1	54,011*
Northeast BOCES (Haxtun)	5	33,590*
Prowers Re-1 (Granada)	1	34,188
Prowers Re-3 (Holly)	1	6,953**
South Central BOCES (Pueblo)	2	90,229
South Platte Valley BOCES (Fort Morgan)	4	68,665
Southeastern BOCES (Lamar)	6	60,905
Weld BOCES (LaSalle)	6	231,306
Weld Co 6 (Greeley)	1	92,079
TOTAL		$1,225,680

* Summer Program only
** Regular Year Program only

CONCLUSIONS AND RECOMMENDATIONS

Evaluation results have indicated five areas where improvement is needed in the state migrant program in order to assure that student and staff needs are adequately being met. Results for each of these five areas are briefly summarized below along with a recommendation.

1) Staff In-service Training - Results showed that local migrant programs varied considerably in the in-service training provided to their staffs both in terms of in-service topic areas and the total amount of training provided. It is recommended that the state program staff review local program operations with respect to staff in-service training to assure that quality training that meets local staff needs is being provided.

2) Instructional Materials - Results showed that migrant program directors were least satisfied with technical assistance provided in instructional materials as compared to assistance in other areas. It is recommended that the state program staff explore ways to strengthen the dissemination of instructional materials to local migrant programs.

3) Instructional Programs for Older Migrant Students - Results showed that summer migrant programs varied considerably in their special offerings for junior/senior high school age migrant students. It is recommended that the state program staff review local programs to assure that the special needs of older migrant students are being fully met.

4) Diagnostic Testing - Results showed that local programs varied considerably in their diagnostic testing programs in terms of the tests used, areas tested, and the percentage of students diagnosed. It is recommended that the state program staff review local programs regarding the quality and comprehensiveness of local diagnostic testing and develop recommended procedures to assure that all migrant students are properly diagnosed.

5) Academic Testing - Results showed that local programs varied considerably in their academic testing programs in terms of the tests used, areas and grade levels tested, and use of a pre/post test design. In addition, only four regular year and nine summer programs were able to report statistically usable pre/post test results for reading and math. It is recommended that the state program staff review local programs regarding the quality and comprehensiveness of their academic testing programs and consider development of a recommended reading and math skills test.

APPENDIX I: 1977-78 State Program Objectives

1. Language Arts - To develop and improve the migrant child's communication and reading skills by providing a language arts program stressing listening, speaking, reading, spelling, and writing, using the child's dominant language as appropriate to the child's needs, but stressing the need to master English.

2. Mathematics - To develop and improve the migrant child's mathematical skills by providing a math program based on individual needs and the opportunity to obtain functional math skills, basic computational skills and mathematical concepts.

3. Career Education - To develop the migrant child's skills in vocational areas and to develop understanding and awareness of careers by providing him with opportunities to identify aptitudes, explore interests, explore career options, acquire skills in career clusters of his choice, and on-the-job work experience.

4. Instruction in Dominant Language - To advance the educational development of non-English speaking and limited English speaking migrant children by instructing them in their dominant language and providing English language instruction.

5. Cultural Awareness - To enrich the migrant student's understanding and knowledge of cultural differences and his ethnic culture by providing activities that include his history and culture in learning activities.

6. Music and Art - To enrich the migrant child's personal growth by providing opportunities for creative expression through music, art, and crafts.

7. Physical Education - To provide the migrant child with the opportunity to develop and improve muscular coordination and healthy bodies through activities in physical education.

8. Other Academics - To develop and improve the migrant child's capabilities in other academic areas such as natural science and social studies.

9. Identification and Enrollment - To identify and enroll all migrant children who are eligible for inclusion in the Migrant Education Program.

10. Health - To provide nutritional, dental, and medical services to migrant children to enhance their well-being and to assure treatment of any health problems before they become life threatening or detrimental to a productive life.

11. Other Support Services - To provide other support services such as clothing, psychological services and speech therapy to migrant children who demonstrate a need for these services.

12. Parent Involvement - To provide the migrant parents with the opportunity to participate in the education of their children.

1978 - 1980 EDUCATIONAL PRIORITIES

AS ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION

IMPROVEMENT OF BASIC SKILLS:

The Colorado Department of Education, through the accountability process and other proven methods, will help schools analyze and improve student skills in reading, writing, speaking, listening and mathematics.

IMPROVEMENT OF DISCIPLINE IN SCHOOLS:

The Department will assist schools to achieve a learning climate for improved student discipline to enhance the learning process.

IMPROVEMENT OF ORGANIZATION AND MANAGEMENT OF EDUCATION:

The Department will assist schools and libraries by coordinating and integrating state, local, and federal programs to strengthen their skills in research, evaluation, and planning, for effective use of financial and human resources.

IMPROVEMENT OF PUBLIC CONFIDENCE IN EDUCATION:

The Department will work with schools to improve public confidence in education through practical means including the state's accountability and accreditation processes and through increased involvement of the total community in the public school system.

IMPROVEMENT OF EQUALITY OF ACCESS TO INFORMATION:

The Department will identify and improve programs which assure equal access to information to help all Colorado citizens meet occupational, educational, and leisure time interests.

IMPROVEMENT OF LEADERSHIP AND STAFF DEVELOPMENT:

The Department will further efforts to strengthen leadership skills of all professional staffs in the Department of Education, schools, boards of cooperative services, and libraries and library systems through increased inservice programs planned and offered cooperatively with higher education and other appropriate organizations.